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ABSTRACT

This report presents data on the effectiveness of the California Community Colleges as of fall 1994 in the areas of student access (measured by student enrollment and participation rates); student success (measured by student goals, persistence, completion rates, and employment information); staff composition (measured by workload and gender and ethnicity of staff); and fiscal condition (measured by fiscal stability, revenue sources, and revenue per full-time equivalency students (FTES)). Highlighted findings include the following: (1) participation rate (defined as actual headcount enrollment per 1,000 college age population) declined for 4 consecutive years from a recent peak of 79.3% in 1990 to 67.6% in 1994; (2) between fall 1993 and fall 1994, there were slight declines in successful course completion, course retention, and the overall persistence rate; (3) in 1994-95, 53,465 associate degrees were awarded, the transfer rate to the University of California was similar to the prior year, and the California State University reported a 5.6% increase in transfers; (4) 40-50% of all full-time faculty, temporary faculty, academic administrators, and classified administrators were female; (5) although the majority (51%) of students in 1994 were non-White, the percentages of non-White faculty and staff ranged from 17% for temporary faculty to 40% for certificated non-instructional professional; and (6) the fiscal health of community college districts based on level of reserves improved between 1993-94 and 1994-95. (TGI)

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ED 401 959

# THE EFFECTIVENESS OF CALIFORNIA COMMUNITY COLLEGES ON SELECTED PERFORMANCE MEASURES

*OCTOBER 1996*

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# THE EFFECTIVENESS OF CALIFORNIA COMMUNITY COLLEGES ON SELECTED PERFORMANCE MEASURES

*OCTOBER 1996*

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Prepared by
Accountability Unit
Policy Analysis and Development Division
Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, California 95814-3607
(916) 327-5884
Fax: (916) 327-5889
E-Mail Address: lshymoni@cc1.cccco.edu

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# *Preface*

This report presents information on the effectiveness of the California Community College system in fulfilling its statutory mission. It was prepared in response to two statutory provisions, AB 1725 (1988) and *1995 Supplemental Budget Language*.

AB 1725 requests the Chancellor's Office to annually ". . . produce a published report of community college accountability" covering areas of student access, student success, student satisfaction, staff composition, and fiscal condition. The *Supplemental Budget Language* requested the Chancellor's Office to report to the Legislature by November 30, 1996 ". . . identifying specific outcome measures and performance standards which can be reliably compiled on an annual basis and which define a level of performance that can reasonably be expected of the community colleges and the system as a whole." Compared to last year's AB 1725 report, this report adopted a different format for illustrating measures. It presents a definition of terms, the use of the measure, a brief analysis, and source of data.

Most of the measures presented in this report were developed from data routinely collected by the Chancellor's Office Management Information System (COMIS). The MIS design has the following major features: (1) all data elements are uniformly defined for consistent reporting and interpretation; (2) participation is required of all 71 districts (106 colleges); and (3) data are reported as of end-of-term in a disaggregated form covering the primary areas of educational activity, including counts and characteristics of students, staff, courses, fiscal and physical resources, and special programs. The measures presented in this report illustrate various performance outcomes based on COMIS data now reportable without incurring costs for new data collection.

It should be noted that some measures have more relevance for systemwide analysis while others have more meaningful application at the institutional level. Other measures direct attention to the need for additional information and formula refinement. The experience gained in preparing this report indicates that performance analysis can serve as a useful tool for planning and decision making, especially at the institutional level.

Our appreciation is extended to the district/college staff who submitted unit record data on each term through the MIS process on over 1.3 million students, 72,000 staff, and 140,000 course sections. Their untiring dedication make reports like this possible. We want to acknowledge and thank staff in the Chancellor's Office: MIS, especially Chuck Wiseley and Tom Nobert, for making data files available; Jeannine Clemons, Adria Sanders, and Vera Weise, for assistance in document preparation; individuals from various divisions for providing timely review and feedback, especially Linda Michalowski and Marilyn Jorgensen. We also want to thank the Consultation Council Task Force members for their technical assistance, especially Bill Scroggins, Academic Senate; Carolyn Arnold and Chris Olsen, Research and Planning Group.

The analysis for this report was conducted by staff of the Chancellor's Office Accountability Unit with support from the Policy Analysis and Development Division. Any comments or questions about the information should be directed to us by phone at (916) 327-5884, FAX at (916) 327-5889, or E-Mail at lshymoni@cc1.cccco.edu.

*Judy E. Walters, Vice Chancellor*
*Policy Analysis and Development Division*

*Leonard Shymoniak, Director*
*Accountability Unit*
*September 1996*

# *Executive Summary*

This accountability report is in response to AB 1725 (1988) and *Supplemental Language* to the *1995 Budget Act*. It presents state level information in the areas of student access, student success, student satisfaction, staff composition, and fiscal condition. This report adopted a format which defines, illustrates, and analyzes performance measures. Most of the measures are based on data routinely collected through the Chancellor's Office Management Information Services.

Two external factors which affected the performance of the California Community Colleges in Fall 1994 were: (1) cumulative (6.8%) real (inflation adjusted) revenue decline since Fall 1990, and (2) a doubling in student fees between 1991 and 1994. During 1991 through 1994, FTES declined by 70,079 (7.4%), certificated staff dropped by 3,111 (6.7%), course sections were reduced by 5,628 (4.0%), and headcount enrollment decreased by 157,646 (10.4%). However, the demand for educational services during this same period remained strong since more than 1.3 million Californians were unemployed and the state's college-age population increased on average each year by 262,000 (1.3%) persons.

In light of the revenue decline and program cutbacks which followed, the state-level performance of community colleges on a variety of measures is summarized below for Fall 1994 in each of the five accountability areas proposed by AB 1725:

**Student Access**

- Participation rate (defined as actual headcount enrollment per 1,000 college age population) declined for four consecutive years from a recent peak of 79.3 percent in 1990 to 67.6 percent in 1994.
- Headcount enrollment dropped overall by almost 19,000 (1.4 %) in Fall 1994 to a recent low of 1,376,565.
- Headcount enrollment of full time students increased by more than 12,000 but was offset by a 13,000 drop in part time and 7,000 drop in noncredit enrollment.
- Headcount enrollment of male students declined by 13,000, almost three times as large as the 4,700 loss of females, continuing a decade long trend of decreasing male share of total enrollment now at 44 percent of total.
- Headcount enrollment of White students declined by 33,785 (5.0%) but was offset by the 12,802 increase among Asians, Blacks, and Hispanics.
- Headcount enrollment declined proportionately across all age groups except students over 40 years of age who increased by 3,300 (1.2 %).
- Headcount enrollment of first time students declined by 10,400 (4.9%), a group comprised mostly of recent high school graduates and older high school graduates who delayed their entry into higher education. The participation rate of recent high school graduates in community college dropped from 45.6% in Fall 1993 to 42.9% in Fall 1994.
- Headcount enrollment attending evening classes dropped by 16,900 (3.7%).

- Enrollment parity (defined as the proportional representation for gender and race/ ethnicity groupings compared to adult population) analysis indicates underrepresentation of:
  - » Men (43.7% enrollment compared to 51.1% adult population)
  - » Hispanics (22.2% enrollment compared to 27.2 percent adult population)
  - » Whites (50.9% enrollment compared to 55.1 percent adult population)
- Total financial assistance (from federal, state and other sources) administered by community college statewide increased by $55.8 million (12.6%) to a total of $471.2 million in 1994-95 nominal dollars, demonstrating increasing efforts to assist low income and economically disadvantaged students in financing their postsecondary education.
- Categorical programs for students with special needs served a total of 12,218 (7.7%) new students in 1994-95, with the largest growth occurring within the Cooperative Agencies Resources for Education (CARE) and Greater Avenues for Independence (GAIN) programs.

**Student Success**

- **Goals:** For every ten students enrolled in community colleges, five seek preparation for transfer, three seek occupational training, and two want to improve basic skills or pursue educational development. In 1994-95, more students sought preparation for transfer while fewer desired basic skills training in comparison to 1993-94.
- **Grades:** Four most frequently earned end-of-term letter grades were: A (23%), B (18%), W (16%), and C (14%).
- **Congruence:** A reasonably high level of congruence exists between student attendance goals and instructional services provided:
  - » 48% of students seek transfer preparation; 72% of credit course enrollments were in transferable classes.
  - » 30% of students seek occupational training; 28% of credit course enrollments were in vocational education classes.
  - » 6% of students seek basic skills training; 8% of credit course enrollments were in basic skills classes.
- **Successful course completion:** The overall course completion rate in Fall 1994 was 66.6%, a 2.0 point decline from 68.2 percent in Fall 1993.

  *Gender:* Female students had a successful course completion rate of 68.1% compared to 64.7% for men.

  *Race/ethnicity:* Asians/Pacific Islanders and Whites met the highest successful course completion rates among race/ethnic categories of students at 71.5% and 70.3%, respectively.

  *Course type*: Highest successful course completion rates were in Transferable courses (67.3%) and lowest in Basic Skills (60.5%)

  *Academic disciplines*: Highest levels of successful course completion occurred in Health (82.7%), Commercial Services (76.3%), and Agriculture and Natural Resources (74.9%). Lowest in Mathematics (53.5%), Psychology (62.6%), and Social Services (62.7%) courses.

  *Vocational Programs*: Highest successful course completion rates were attained in Health (83.8%) and Agriculture and Natural Resources (75.0%) courses.

- **Course retention:** The overall rate in Fall 1994 was 81.3%, a 1.0-point decline from Fall 1993.

  *Gender:* Female students had a retention rate of 81.8%, slightly higher than for male students at 80.7%.

  *Race/ethnicity*: Asians/Pacific Islanders and Whites earned the highest retention rate among race/ethnic categories of students at 84.0% and 83.0%, respectively.

  *Course type*: There was little variation in retention rates by course type.

  *Academic disciplines:* Highest retention rates were attained in Health (91.2%), Agriculture and Natural Resources (87.5%) and Commercial Services (86.9%) courses. Lowest rates were in Mathematics (72.6%), Biological Sciences (78.1%), Foreign Languages (78.8), and Physical Education (78.8%) courses.

  *Vocational Programs*: Highest retention rates were attained in Health (91.3%), Public Affairs and Service (88.7%), and Agriculture and Natural Resources (87.5%) courses.

- **Persistence:** The overall persistence rate (a measure for continued enrollment from the Fall to Spring term) was 60.2% for 1994-95, a slight drop from 60.5% 1994-95.

  *Gender*: Female students persisted at 61.2%, compared to 58.8% for males.

  *Race/ethnicity*: Asians/Pacific Islanders persisted at the highest rate (66.7%) while American Indians and Blacks had the lowest rates at 56.1% and 55.6 %, respectively.

- **Awards:** In 1994-95, community colleges statewide awarded a total of 53,465 AA/AS degrees and 24,216 certificates.

  *Gender:* 58.9% of all awards were earned by females compared to 41.0% by males.

  *Race/ethnicity:* 46.2% of all awards were earned by nonWhites in 1994-95, an increase over 43.4% in the prior academic year.

  *Academic discipline*: One-third (33.6%) of all awards were in Liberal Arts and Sciences. For occupational education, the three largest awards programs were Nursing, Administration of Justice, and Child Development.

- **Transfers:** In 1994-95, University of California accepted 10,929 transfers, almost no change over the prior year. California State University accepted 46,912 transfers, a 5.6% increase over the 1993-94 level. There was an increase in minority representation among transfers to both the University of California and the California State University.

- **Job performance:** The Chancellor's Office has tested the use of Unemployment Insurance wage data for performance evaluation of occupational programs. Systemwide implementation of the process is scheduled for 1997 when the 1991-92 cohort group of program completers will be evaluated, along with a requirement to be implemented by the State Job Training Coordinating Council following SB 645.

**Student Satisfaction**

- No measures were reported for student satisfaction because no data are now collected in this area. A budget change proposal (BCP) to test a method for collecting college level student socio-economic and satisfaction data using a classroom survey approach is pending.

**Staffing Composition**

- Full-time faculty
  All full-time faculty were 43% female and 21% nonWhite
  New hires were 54% female and 27% nonWhite

  For comparison
  Total headcount enrollment (CCC) was 56% female and 55% nonWhite
  Availability pool data show 38% female and 26% nonWhite
- Temporary faculty (part time)
  All part-time faculty were 48% female and 17% nonWhite
  New hires were 50% female and 17% nonWhite
- Professional (certificated noninstructional)
  All professional staff were 62% female and 40% nonWhite
  New hires were 66% female and 44% nonWhite

  For comparison
  Availability pool data show 49% female and 29% nonWhite
- Academic administrators (certificated)
  All academic administrators were 40% female and 31% nonWhite
  New hires were 50% female and 39% nonWhite

  For comparison
  Availability pool data show 53% female and 27% nonWhite
- Classified administrators
  Classified administrators were 44% female and 25% nonWhite
  New hires were 48% female and 20% nonWhite
- Other classified staff
  Nonadministrative classified staff were 61% female and 39% nonWhite
  New hires were 57% female and 45% nonWhite
- Of the total hours of faculty scheduled instruction on regular assignment and overload (measured in weekly faculty contact hours or WFCH), 63% were taught by full-time faculty and 37% by part-time faculty.

**Fiscal Condition**

- Total revenues per FTES statewide in 1994-95 was $3,609. Of this amount, local property tax sources contributed the largest share at 41.3 percent, followed by State General Funds amounting to 28.9 percent.
- Total expenditures per FTES statewide in 1994-95 was $3,301. Instruction accounted for the largest share of total expenditures at 51.5 percent.
- Average class size statewide in Fall 1994 was 27.8 students, almost no change over the prior year. Disciplines with largest class size include Psychology (41.1), Interdisciplinary Studies (35.5), Mathematics (34.7), and Biological Sciences (31.9).
- Average teaching load statewide in Fall 1993 declined between one and eight percent for all disciplines except Health, which increased by two percent. The decline in teaching load indicates a less efficient use of staff resources, due in part to the impact of the $50 per unit

enrollment fee for students holding a BA. (See *External Changes Affecting the Performance of California Community Colleges,* page 69.)

- The fiscal health (based on level of reserves) of community college districts improved in Fiscal Year 1994-95. The number of districts with reserve levels under three percent declined from four in 1993-94 to one in 1994-95. Also, the number of districts that deficit spent (spentdown reserves) declined from 29 in 1993-94 to 13 in 1994-95.

The sections dealing with student access, student success, staff composition, and fiscal conditions which follow present complete definitions of performance measures, their uses, and an analysis of finding.

# 1.0 Student Access

By law, community colleges must admit any Californians seeking admission who have graduated from high school and may admit those who have not graduated but who are 18 years of age or older and can benefit from instruction. This *Master Plan* policy of "open access" establishes the community college mission to provide Californians with the opportunity for education and training, enabling them to fully utilize their potential in the workplace and as citizens, regardless of age, gender, race/ethnicity, economic or cultural background.

The ability of California community colleges to provide the level of access set forth in the *Master Plan* is vital to the economic and social development of California. The *Master Plan* envisioned that this development could be achieved through a tripartite mission: lower-division instruction for students preparing to transfer to the University of California or the California State University, occupational training for those seeking entry or re-entry to the labor force, and basic skills instruction in language and computation for adults functioning below the collegiate level.

In the area of workforce preparation, the colleges have a particularly significant role to play in helping to close the potential gap between the state's new jobs and the available skilled labor to fill them. Community colleges not only provide individuals with transfer and vocational education for these new jobs, but they also enroll more individuals than do other postsecondary institutions from groups that will comprise most of the new workers (i.e., women, minorities, and immigrants).

Student access in 1994-95 was affected by both external and internal policies. Unlike internal policies, those imposed externally affected performance in a way which could not be controlled by the system. Despite increases in California's adult population and the continuation of high unemployment (both conditions normally influencing enrollment growth), community colleges continued to experience enrollment declines. These enrollment declines were largely attributable to two external changes: revenue shortfalls resulting in inadequate funding to maintain prior year levels of operations, and major student fee increases (especially for students holding a baccalaureate degree) which took effect for the Spring 1993 term.

Fourteen indicators were analyzed to assess how well community colleges performed in maintaining access as established by California's *Master Plan for Higher Education.* The highlights are listed below:

- Participation rate (defined as actual headcount enrollment per 1,000 college age population) declined for four consecutive years from a recent peak of 79.3 percent in 1990 to 67.6 percent in 1994.

- Headcount enrollment dropped overall by almost 19,000 (1.4 %) in Fall 1994 to a recent low of 1,376,565.

- Headcount enrollment of full time students increased by more than 12,000 but was offset by a 13,000 drop in part time and 7,000 drop in noncredit enrollment.

- Headcount enrollment of male students declined by 13,000, almost three times as large as the 4,700 loss of females, continuing a decade long trend of decreasing male share of total enrollment now at 44 percent of total.

- Headcount enrollment of White students declined by 33,785 (5.0%) but was offset by the 12,802 increase among Asians, Blacks, and Hispanics.

- Headcount enrollment declined proportionately across all age groups except students over 40 years of age who increased by 3,300 (1.2 %).

- Headcount enrollment of first time students declined by 10,400 (4.9%), a group comprised mostly of recent high school graduates and older high school graduates who delayed their entry into higher education. The participation rate of recent high school graduates in community college dropped from 45.6% in Fall 1993 to 42.9% in Fall 1994.

- Headcount enrollment attending evening classes dropped by 16,900 (3.7%).

- Enrollment parity (defined as the proportional representation for gender and race/ethnicity groupings compared to adult population) analysis indicates underrepresentation of:

  - » Men (43.7% enrollment compared to 51.1% adult population)

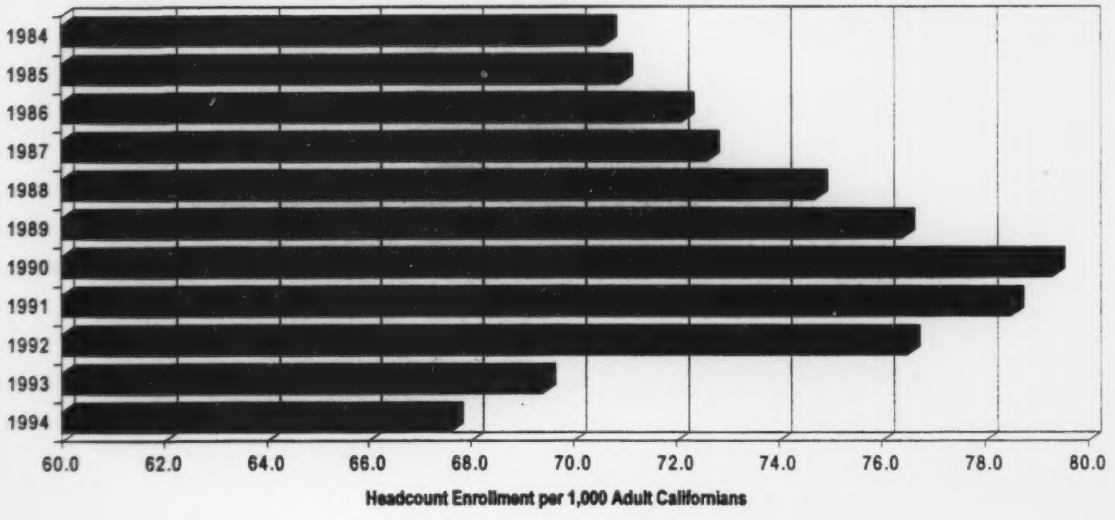
  - » Hispanics (22.2% enrollment compared to 27.2 percent adult population)

  - » Whites (50.9% enrollment compared to 55.1 percent adult population)

- Total financial assistance (from federal, state and other sources) administered by community college statewide increased by $55.8 million (12.6%) to a total of $471.2 million in 1994-95 nominal dollars, demonstrating increasing efforts to assist low income and economically disadvantaged students in financing their postsecondary education.

- Categorical programs for students with special needs served a total of 12,218 (7.7%) new students in 1994-95, with the largest growth occurring within the Cooperative Agencies Resources for Education (CARE) and Greater Avenues for Independence (GAIN) programs.

## 1.00
## The Participation Rate of California's Adult Population in California Community Colleges




| Year | CCC Enrollment | CA Adults ≥19 | Rate per 1,000 |
|---|---|---|---|
| 1984 | 1,144,300 | 16,216,600 | 70.6 |
| 1985 | 1,175,500 | 16,585,400 | 70.9 |
| 1986 | 1,225,400 | 16,984,500 | 72.1 |
| 1987 | 1,264,400 | 17,421,500 | 72.6 |
| 1988 | 1,336,200 | 17,895,000 | 74.7 |
| 1989 | 1,407,400 | 18,429,100 | 76.4 |
| 1990 | 1,505,400 | 18,971,700 | 79.3 |
| 1991 | 1,515,300 | 19,294,900 | 78.5 |
| 1992 | 1,500,400 | 19,604,000 | 76.5 |
| 1993 | 1,376,600 | 19,849,100 | 69.4 |
| 1994 | 1,357,600 | 20,081,300 | 67.6 |

**Definition of Measure:** The participation rate represents the actual headcount enrollment per 1,000 of California adults who are 19 years or older.

**Uses of Measure:** As a general measure of access, the participation rate indicates the level of college-age population served by community colleges.

**Analysis:** In the last decade, the participation rate peaked at 79.3 in 1990, the last year before the onset of California's severe economic recession. The decline in the participation rate reflects reduced funding from state General Funds, property tax shortfalls and significant increases in student fees in Fiscal Year 1993-94.

**Sources:** Chancellor's Office, *15-Year Enrollment and WSCH Forecast*, Research and Analysis Memo No. 96-3; Chancellor's Office, *The California Community Colleges in an Era of Fiscal Limits, November 1995*.



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## 1.11
## Headcount Enrollment by Load for Fall 1993 and Fall 1994

| Load | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Enroll | Percent | Enroll | Percent | Enroll | Percent |
| Credit Full-Time | 347,689 | 25.3 | 348,699 | 25.7 | 1,010 | 0.3 |
| Credit Part-time | 838,199 | 60.9 | 825,168 | 60.8 | -13,031 | -1.6 |
| Subtotal Credit | 1,185,888 | (86.2) | 1,173,867 | (86.5) | -12,021 | -1.0 |
| Noncredit | 190,677 | 13.8 | 183,748 | 13.5 | -6,929 | -3.6 |
| Total | 1,376,565 | 100.0 | 1,357,615 | 100.0 | -18,950 | -1.4 |

**Definition of Measure:** This measure shows cumulative unduplicated headcount enrollment as of the end-of-term for full-time, part-time, and noncredit load categories. To be counted as an enrollment, a student must complete a class of at least eight hours duration (0.5 credit unit equivalent) and remain actively enrolled as of the first census. A student carrying 12 or more credit units is defined as full-time, less than 12 as part-time, and zero credit units but having positive attendance in noncredit classes as noncredit.

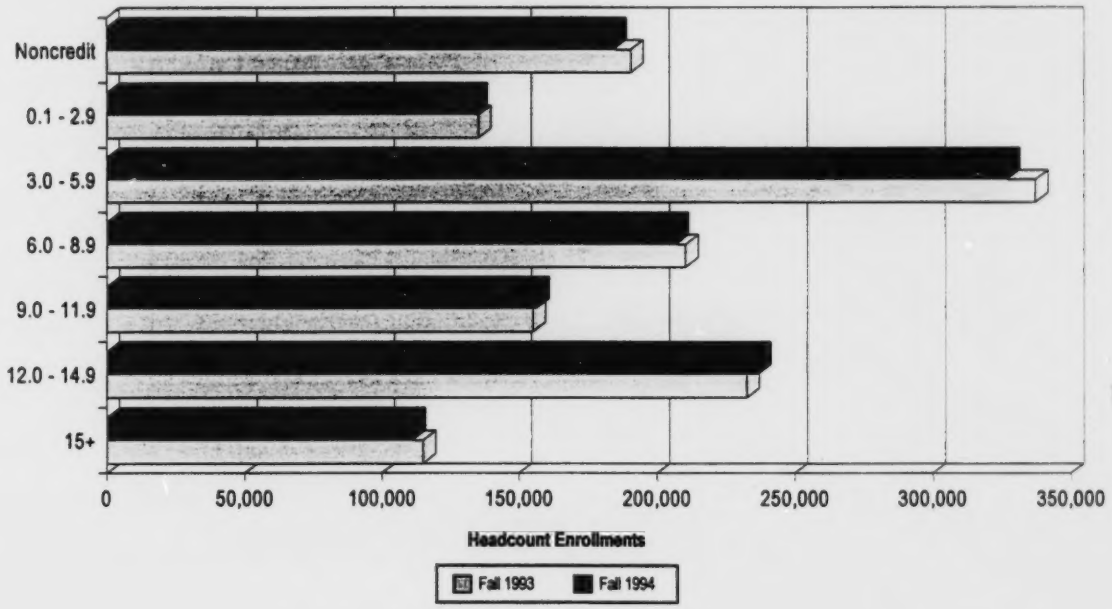
**Uses of Measure:** This measure shows the level of student participation for different load categories

**Analysis:** Headcount enrollment continued to trend downward in Fall 1994; however, there was a leveling off of the rate of decline. While full-time enrollment increased slightly, most of the decline occurred among credit part-time students.

**Source:** Chancellor's Office, *Report on Enrollment, 1993-94,* December 1995

## 1.12
## Headcount Enrollment by Unit Load of Students for Fall 1993 and Fall 1994

**Unit Load**




| Unit Load | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Enroll | Percent | Enroll | Percent | Number | Percent |
| Noncredit | 190,677 | 13.9 | 184,555 | 13.6 | -6,122 | -3.2 |
| 0.1 — 2.9 | 135,328 | 9.8 | 134,124 | 9.9 | -1,204 | -0.9 |
| 3.0 — 5.9 | 337,151 | 24.4 | 326,915 | 24.0 | -10,236 | -0.3 |
| 6.0 — 8.9 | 210,457 | 15.3 | 207,093 | 15.3 | -3,364 | -1.6 |
| 9.0 — 11.9 | 155,138 | 11.3 | 156,486 | 11.5 | 1,348 | 0.9 |
| 12.0 — 14.9 | 232,644 | 16.9 | 236,933 | 17.5 | 4,289 | 1.8 |
| 15+ | 115,170 | 8.4 | 111,509 | 8.2 | -3,661 | -3.2 |
| **Total** | **1,376,565** | **100.0** | **1,357,615** | **100.0** | **-18,950** | **-1.4** |

**Definition of Measure:** This measure shows unduplicated headcount enrollment by unit load carried.

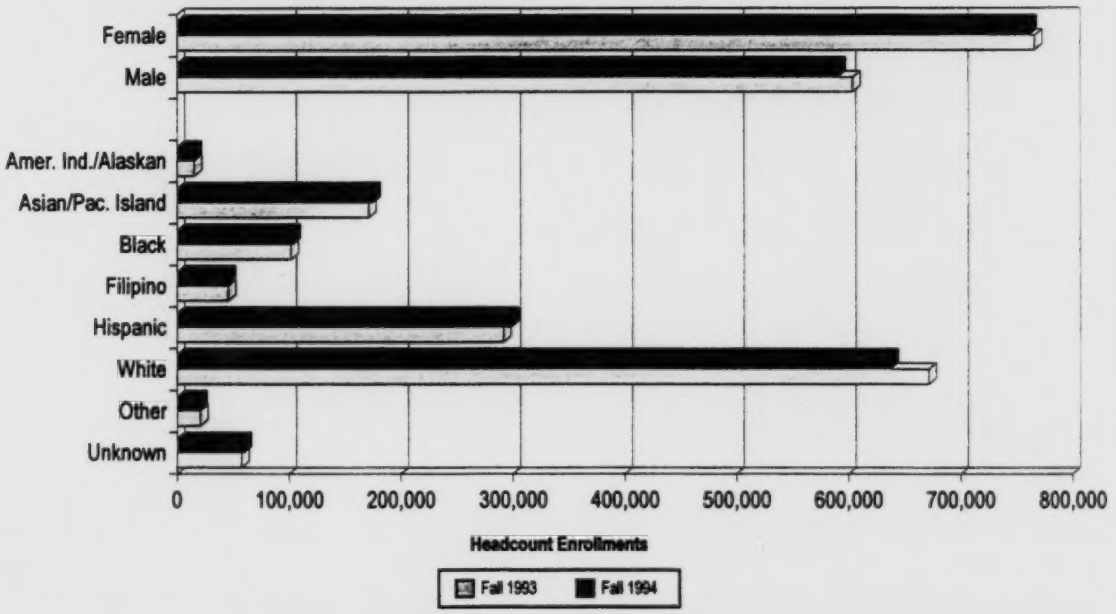
**Uses of Measure:** This measure shows the level of student participation by unit load.

**Analysis:** Fall 1994 enrollment losses occurred among students taking fewer than nine units and those taking more than 15 units. Conversely, enrollment increases occurred among students taking between nine and 15 units (taking three to five classes). In Fall 1994, 29 percent of headcount enrollment carried a 9- to 15-unit load.

**Source:** Chancellor's Office, Management Information Services

## 1.13
## Headcount Enrollment by Gender and Race/Ethnicity for Fall 1993 and Fall 1994

**Gender and Race/Ethnicity**




| Gender/Ethnicity | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| Female | 765,685 | 55.9 | 761,023 | 56.3 | -4,662 | -0.6 |
| Male | 603,998 | 44.1 | 590,966 | 43.7 | -13,032 | -2.2 |
| American Indian/Alaskan | 15,470 | 1.2 | 15,649 | 1.2 | 179 | 1.2 |
| Asian/Pacific Islander | 171,633 | 13.0 | 175,493 | 13.6 | 3,860 | 2.2 |
| Black | 101,863 | 7.7 | 103,618 | 8.0 | 1,755 | 1.7 |
| Filipino | 45,696 | 3.5 | 45,616 | 3.5 | -80 | -0.2 |
| Hispanic | 291,739 | 22.1 | 298,747 | 23.0 | 7,008 | 2.4 |
| White | 671,873 | 50.9 | 638,088 | 49.1 | -33,785 | -5.0 |
| Other | 20,812 | 1.6 | 20,444 | 1.6 | -368 | -1.8 |
| Unknown | 57,479 | — | 59,960 | — | | 4.3 |
| **Total** | **1,376,565** | **100.0** | **1,357,615** | **100.0** | **-18,950** | **-1.4** |

*Percent does not include unknowns.

**Definition of Measure:** This measure shows headcount enrollment of students categorized by race/ethnicity category. (See Measure 1.11 for detailed definition.)

**Uses of Measure:** This measure shows the level of student participation for gender and race/ethnicity categories.

**Analysis:** Minority student enrollment was not negatively impacted by the overall enrollment decline between Fall 1993 and Fall 1994. Except for Filipino enrollment, which remained flat, all minority student enrollment increased. Largest increases occurred among Hispanics (2.4%), followed by Asians (2.2%), Blacks (1.7%), and American Indians/Alaskan natives (1.2%). These increases were offset by a 33,785 (-5.0%) enrollment loss among Whites.

The decline in male enrollment was three times as large as the decline in female enrollment. This trend continues a ten-year period of male enrollment declining as a share of total enrollment.

**Source:** Chancellor's Office, *Report on Enrollment, 1993-94*, December 1995



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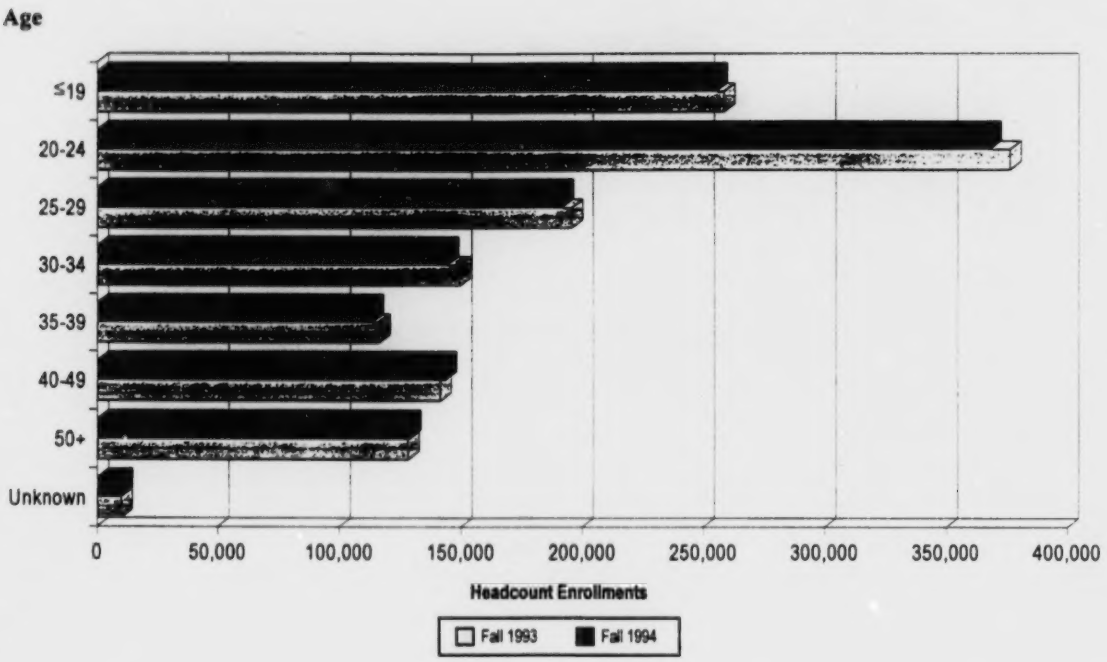
## 1.14
## Headcount Enrollment by Age for Fall 1993 and Fall 1994




| Age | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| ≤19 | 258,638 | 18.9 | 255,621 | 19.0 | -3,017 | -1.2 |
| 20-24 | 376,577 | 27.5 | 368,493 | 27.3 | -8,084 | -2.1 |
| 25-29 | 195,689 | 14.3 | 192,002 | 14.3 | -3,687 | -1.9 |
| 30-34 | 149,729 | 11.0 | 144,634 | 10.7 | -5,095 | -3.4 |
| 35-39 | 116,350 | 8.5 | 113,777 | 8.4 | -2,573 | -2.2 |
| 40-49 | 141,478 | 10.4 | 143,864 | 10.7 | 2,386 | 1.7 |
| 50+ | 128,335 | 9.4 | 129,261 | 9.6 | 926 | 0.7 |
| Unknown | 9,769 | — | 9,963 | — | | — |
| **Total** | **1,376,565** | **100.0** | **1,357,615** | **100.0** | **-18,950** | **-1.4** |

*Percent does not include unknowns.

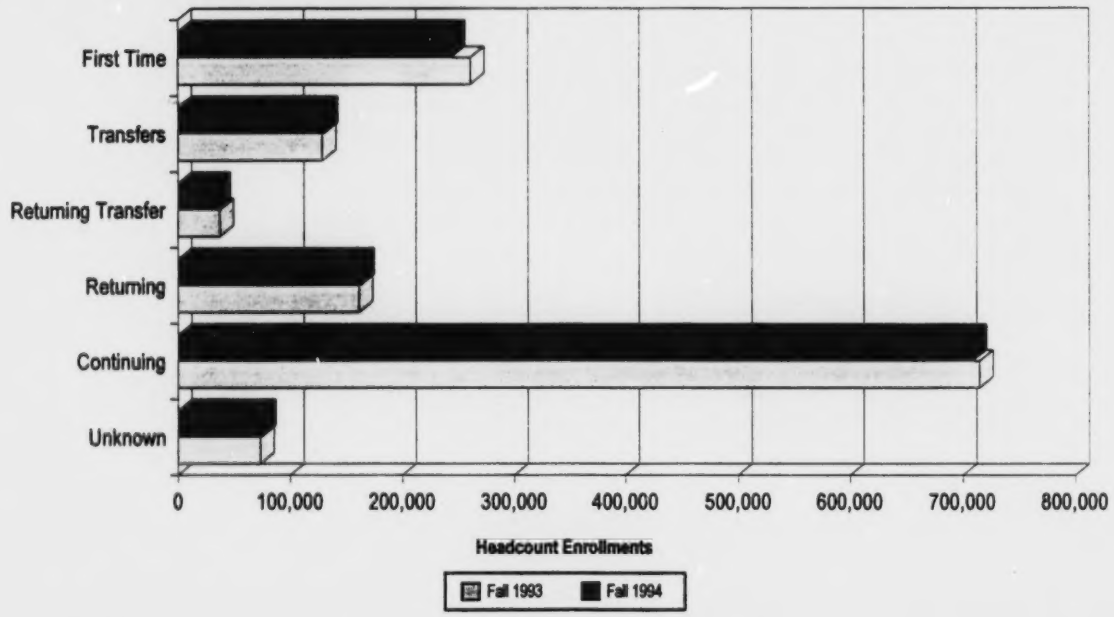
**Definition of Measure:** This measure shows unduplicated headcount enrollment of all students broken down by age categories. To be counted as an enrollment, a student must complete a class of at least eight hours duration (0.5 credit unit equivalent) and remain actively enrolled as of the first census. A student carrying 12 or more credit units is defined as full time, less than 12 as part time, and zero credit units but having positive attendance in noncredit classes as noncredit.

**Uses of Measure:** This measure shows the level of participation for different age categories of students.

**Analysis:** The enrollment decline between Fall 1993 and Fall 1994 proportionately impacted all student age categories except persons 40 years of age or older who increased by 3,300 (or 1.4%).

**Source:** Chancellor's Office, *Report on Enrollment, 1993-94*, December 1995

## 1.15
## Headcount Enrollment by Enrollment Status for Fall 1993 and Fall 1994




| Student Status | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| First Time | 261,007 | 20.0 | 244,425 | 19.1 | -16,582 | -6.4 |
| Transfers | 128,611 | 9.9 | 130,440 | 10.2 | 1,829 | 1.4 |
| Returning Transfer | 37,470 | 2.9 | 35,040 | 2.7 | -2,430 | -6.5 |
| Returning | 161,275 | 12.4 | 163,276 | 12.7 | 2,001 | 1.2 |
| Continuing | 714,878 | 54.8 | 709,228 | 55.3 | -5,650 | -0.8 |
| Unknown | 73,324 | — | 75,206 | — | 1,882 | 2.6 |
| **Total** | **1,376,565** | **100.0** | **1,357,615** | **100.0** | **-18,950** | **-1.4** |

*Percent does not include unknowns.

**Definition of Measure:** This measure shows student unduplicated headcount enrollment categorized by enrollment status. The definitions of enrollment status are:

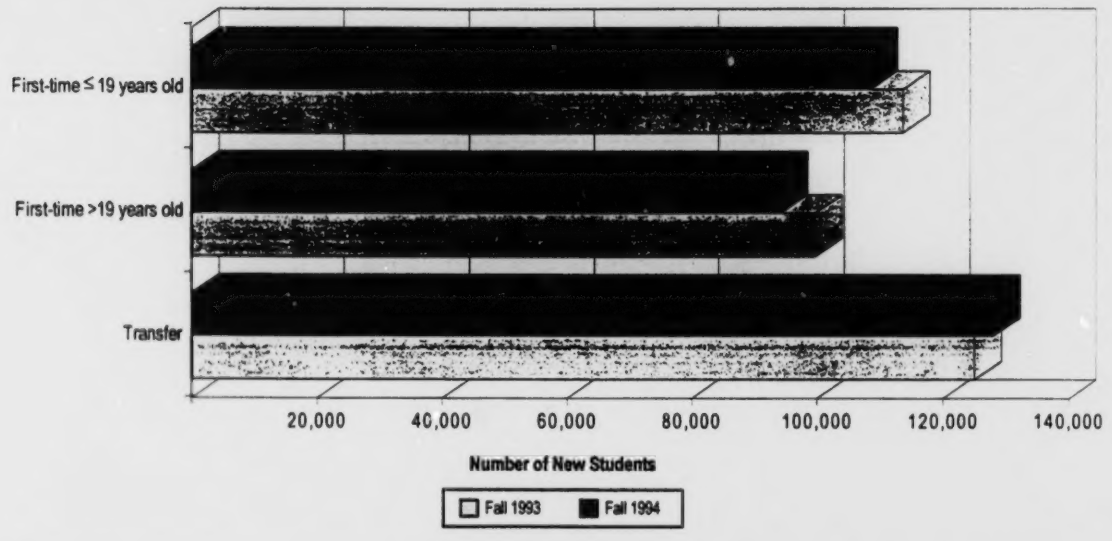
- ***First Time***: A student enrolled at the reporting college for the first time who is not a concurrent high school attendee and has no prior college attendance.
- ***Transfer***: A student enrolled at the reporting college who transferred from another higher education institution.
- ***Returning Transfer***: A student who previously attended the reporting college, transferred out, and has returned to the reporting college.
- ***Returning***: A student enrolled at the reporting college after an absence of one or more terms without interim attendance at another college.
- ***Continuing***: A student who is enrolled in the current session and who was enrolled in the previous session at the same reporting college.

**Uses of Measure:** Refer to Measure 1.11 for detailed definition of enrollment. This measure shows changes in the participation of students categorized by enrollment status.

**Analysis:** Disproportionately large drops in enrollments occurred among first-time (16,582, 6.4%) and returning transfers (2,430, 6.5%). Refer to Measures 1.16 and 1.23, and for more information on the source of first-time and transfer students.

**Source:** California Postsecondary Education Commission, *Student Profiles, 1995*.

## 1.16
## Source of New Students Enrolled for Credit for Fall 1993 and Fall 1994




| Item | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| **First-Time Freshmen** | | | | | | |
| ≤19 years old | 113,635 | 53.3 | 108,577 | 53.3 | -5,058 | -4.5 |
| >19 years old | 99,675 | 46.7 | 94,310 | 46.5 | -5,365 | -5.4 |
| Subtotal | 213,310 | 100.0 | 202,887 | 100.0 | -10,423 | -4.9 |
| **Transfer from** | | | | | | |
| Other CCCs | 71,992 | 57.6 | 71,579 | 55.9 | -413 | -0.5 |
| California State University (CSU) | 19,748 | 15.8 | 20,360 | 15.9 | 612 | 3.1 |
| University of California (UC) | 5,999 | 4.8 | 6,659 | 5.2 | 660 | 11.0 |
| Independent Colleges & Universities (ICU) | 5,749 | 4.6 | 6,018 | 4.7 | 269 | 4.7 |
| Out-of-State | 16,624 | 13.3 | 18,695 | 14.6 | 2,071 | 12.5 |
| Foreign | 4,874 | 3.9 | 4,738 | 3.7 | -136 | 2.7 |
| Subtotal | 124,986 | 100.0 | 128,049 | 100.0 | 3,063 | 2.5 |
| **Total New Students** | **338,296** | **28.5** | **330,936** | **28.2** | **-7,360** | |
| All Credit Students | 1,185,888 | — | 1,173,867 | — | | |

**Definition of Measure:** New students consist of first-time and first-time transfers. A first-time student is defined as one enrolled in any college for the first time after high school in any regular term. A first-time transfer is a student enrolled at the reporting college for the first time and who transferred from another institution of higher education. A first-time student 19 years of age or younger is considered a recent high school graduate.

**Uses of Measure:** Each institution draws its students from the variety of sources. An increase indicates the institution is gaining new students as consumers of education who prefer to receive educational services at that institution over others. A loss should alert the institution to consider corrective actions or an assessment of the factors contributing to the loss. A loss could also be attributable to a shrinking demographic pool.

**Analysis:** At the typical California community college campus during the Fall 1994 term, a little over one out of every four enrolled students was new at that campus. For every three new students, one was a recent high school graduate 19 years or younger, one was a first-time freshman older than 19 years, and one was a new transfer. In Fall 1994, the number of first-time freshmen declined by 10,423 (4.9%), about equally from recent high school graduates and older graduates. This decrease in first-time freshmen was offset by an increase of 7,360 (2.2%) in new transfers. Over 3,400 (44%) of these transfers came from outside the community college system, with the largest contributors being CSU (20,360), out-of-state (18,695), UC (6,659), and ICU (6,018).

The total number of new students in this measure and Measure 1.15 do not correspond because the information was derived from two sources using different points in time and having different levels of missing data.

**Source:** CPEC, *Student Profiles, 1995*; Chancellor's Office, Management Information Services



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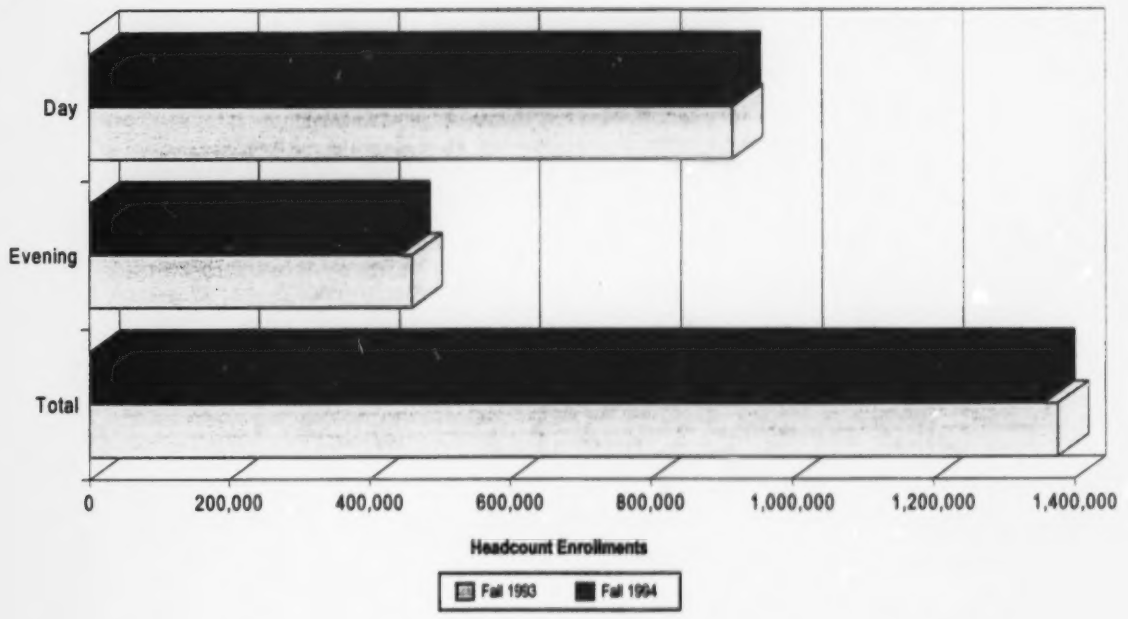
## 1.1
## Headcount Enrollment by Time of Day When Classes Are Attended for Fall 1993 and Fall 1994




| Time of Day | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Day | 916,080 | 66.5 | 913,993 | 67.3 | -2,087 | -0.2 |
| Evening | 460,485 | 33.5 | 443,622 | 32.7 | -16,863 | -3.7 |
| Total | 1,376,565 | 100.0 | 1,357,615 | 100.0 | -18,950 | -1.4 |

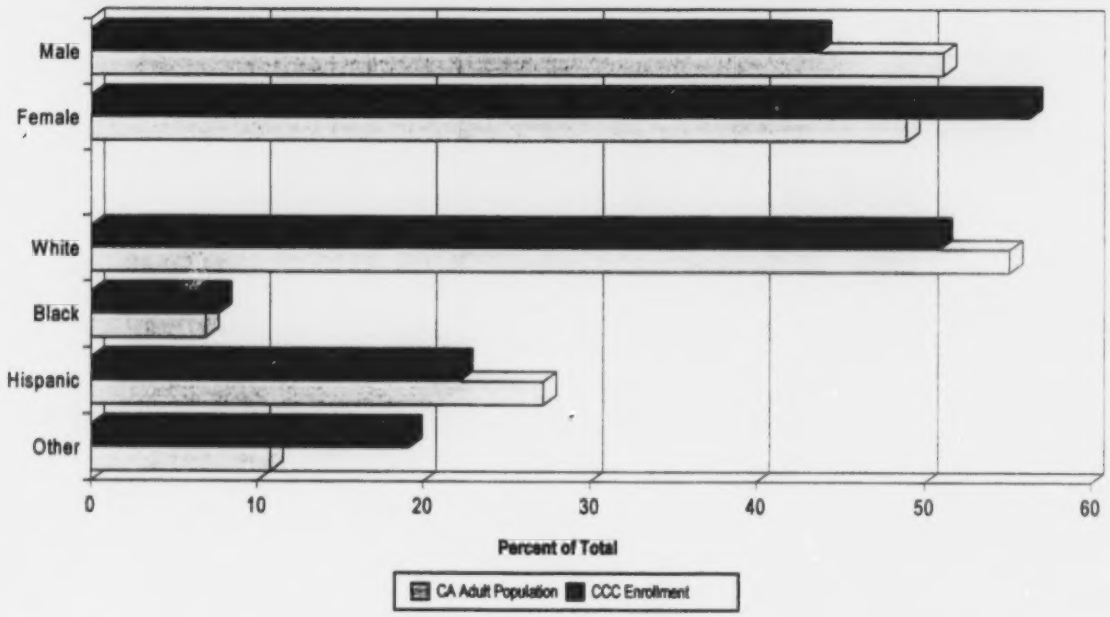
**Definition of Measure:** Classes scheduled to begin on or before 4:30 p.m. are defined as day classes. A student attending both day and evening classes is classified as a day attendee. A headcount enrollment is an unduplicated count.

**Uses of Measure:** This measure shows the level of student participation by the time of day classes are attended. It also illustrates the institutional effort to offer instruction and services to nontraditional students during evening hours to accommodate students holding full or part-time employment.

**Analysis:** In Fall 1994, evening enrollment declined by 3.7 percent compared to an 0.2 percent decline for day enrollment. In both Fall 1993 and Fall 1994, two-thirds of all students attended classes during the day and evening with the remaining one-third attending evenings only.

**Source:** Chancellor's Office, Management Information Services

## 1.21
## Headcount Enrollment Comparison to California Adult Population by Gender and Race/Ethnicity for Fall 1994




| Category | Fall 1994 CCC Total Enrollment | | July 1994 Calif. Pop. 18-64 years old | | Difference in Percent | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Points | Percent |
| Male | 601,560 | 43.7 | 10,304,647 | 51.1 | -7.4 | -17.2 |
| Female | 775,005 | 56.3 | 9,845,452 | 48.9 | 7.4 | 13.1 |
| White | 701,130 | 50.9 | 11,109,716 | 55.1 | -4.2 | -8.3 |
| Black | 106,289 | 7.7 | 1,391,147 | 6.9 | 0.8 | 10.4 |
| Hispanic | 304,442 | 22.2 | 5,472,053 | 27.2 | -5.0 | -22.5 |
| Other | 264,704 | 19.2 | 2,177,183 | 10.8 | 8.4 | 43.8 |
| Total | 1,376,565 | 100.0 | 20,150,099 | 100.0 | — | — |

**Definition of Measure:** This measure compares the proportional distribution by gender and race/ethnicity of total headcount community college enrollment to California's adult population between the ages of 18 and 64. Other includes Asians, Pacific Islanders, Filipinos, and American Indians, corresponding to an aggregation used by the Department of Finance for this specific analysis.

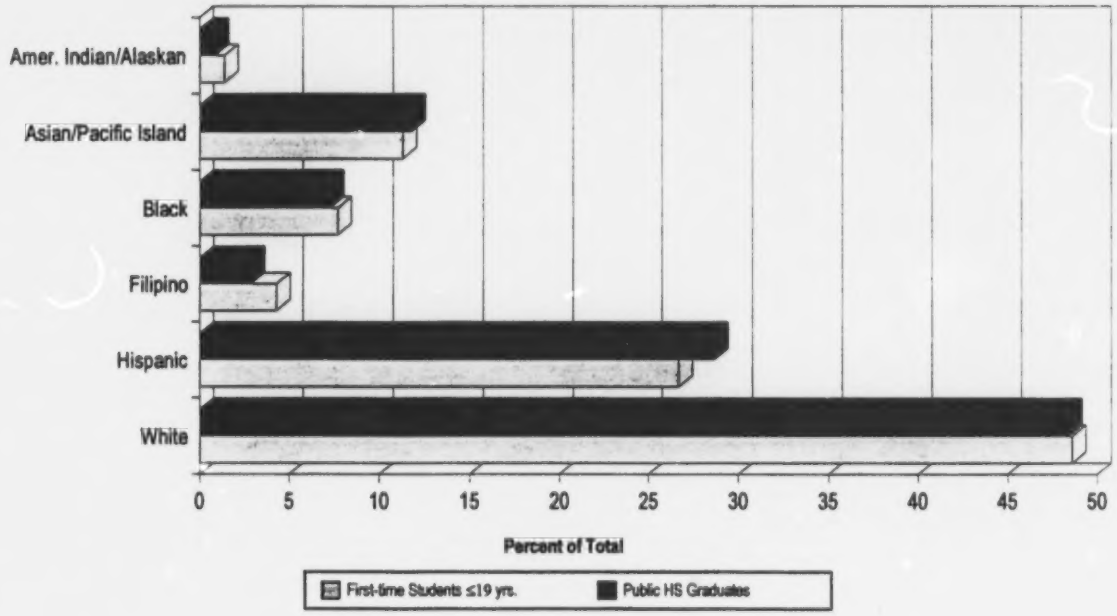
**Uses of Measure:** This measure illustrates the level of representation by gender and race/ethnicity in attendance at community colleges for the corresponding cohorts in the adult population.

**Analysis:** Adult females comprise 49 percent of the population and represent 56 percent of community college headcount enrollment.

For race/ethnic groups, Hispanics are most underrepresented at 22 percent enrollment compared to 27 percent adult population. Whites are also underrepresented at the 51 percent enrollment level compared to 55 percent adult population. Blacks and Other are represented in enrollment at a higher level than found in the adult population.

**Source:** Demographics Unit, Department of Finance; Chancellor's Office, Management Information Services

## 1.22
## A Comparison of the Ethnicity Distribution of California 1994 Public High School Graduates and First-time Students in California Community Colleges




| Ethnicity | 1993-94 All Public High School Graduates | | Fall 1994 First-time Students ≤19 Years Old | | Difference | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Points | Percent |
| American Indian/Alaskan | 2,138 | 0.9 | 1,205 | 1.4 | 0.5 | 55.6 |
| Asian/Pacific Islander | 29,305 | 11.8 | 10,021 | 11.3 | -0.5 | -4.2 |
| Black | 18,219 | 7.3 | 6,807 | 7.7 | 0.4 | 5.5 |
| Filipino | 7,338 | 2.9 | 3,837 | 4.3 | 1.4 | 48.3 |
| Hispanic | 71,464 | 28.7 | 23,736 | 26.7 | -2.0 | -7.0 |
| White | 120,844 | 48.4 | 43,179 | 48.6 | 0.2 | 0.4 |
| Total | 249,308 | 100.0 | 88,785 | 100.0 | — | — |

**Definition of Measure:** This measure shows the race/ethnicity percentage distribution for California 1994 public high school graduates for Fall 1994 and first-time students 19 years of age or younger enrolled in community colleges.

**Uses of Measure:** This measure illustrates the race/ethnicity of all high school graduates and first-time students under 20 years of age enrolled in California Community Colleges as an indicator of proportional representation and participation of recent high school graduates.

**Analysis:** Approximately one in three recent public high school graduates is enrolled in community colleges in the immediately following Fall term. The race/ethnic distribution of all public high school graduates and those attending community colleges is very similar with slightly higher proportions of Blacks and Filipinos and lower proportions of Asians and Hispanics attending community colleges than their representation among high school graduates.

**Source:** Department of Finance; Chancellor's Office, Management Information Services

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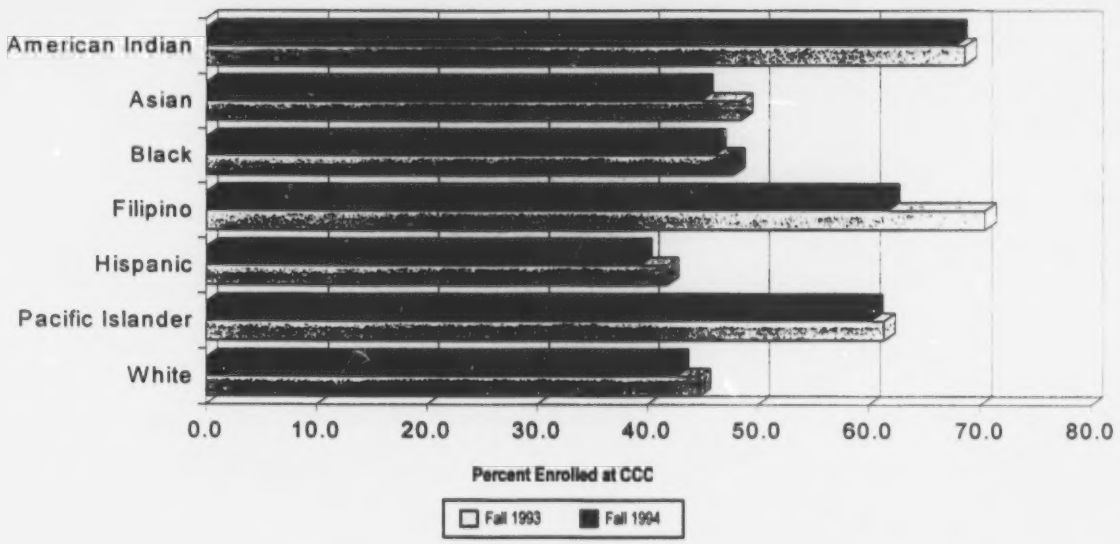
## 1.23
## Percent of Recent Public High School Graduates Enrolled in California Community Colleges by Ethnicity for Fall 1993 and Fall 1994




| Ethnicity | 1992-93 HS Grads | Enrolled CCC Fall 1993 | Percent Enroll | 1993-94 HS Grads | Enrolled CCC Fall 1994 | Percent Enroll | Change Points | Change Percent |
|---|---|---|---|---|---|---|---|---|
| American Indian | 2,138 | 1,467 | 68.6 | 2,119 | 1,437 | 67.8 | -0.8 | -1.2 |
| Asian | 27,897 | 13,524 | 48.5 | 29,119 | 13,072 | 44.9 | -3.6 | -7.4 |
| Black | 18,219 | 8,717 | 47.8 | 18,979 | 8,757 | 46.1 | -1.7 | -3.6 |
| Filipino | 7,339 | 5,168 | 70.4 | 7,810 | 4,829 | 61.8 | -8.6 | -12.2 |
| Hispanic | 71,466 | 29,854 | 41.8 | 75,026 | 29,595 | 39.4 | -2.4 | -5.7 |
| Pacific Islander | 1,408 | 865 | 61.4 | 1,450 | 875 | 60.3 | -1.1 | -1.8 |
| White | 120,850 | 54,040 | 44.7 | 118,580 | 80,012 | 42.7 | -2.0 | -4.5 |
| **Total** | **249,320** | **113,635** | **45.6** | **253,083** | **108,577** | **42.9** | **-2.7** | **-5.9** |

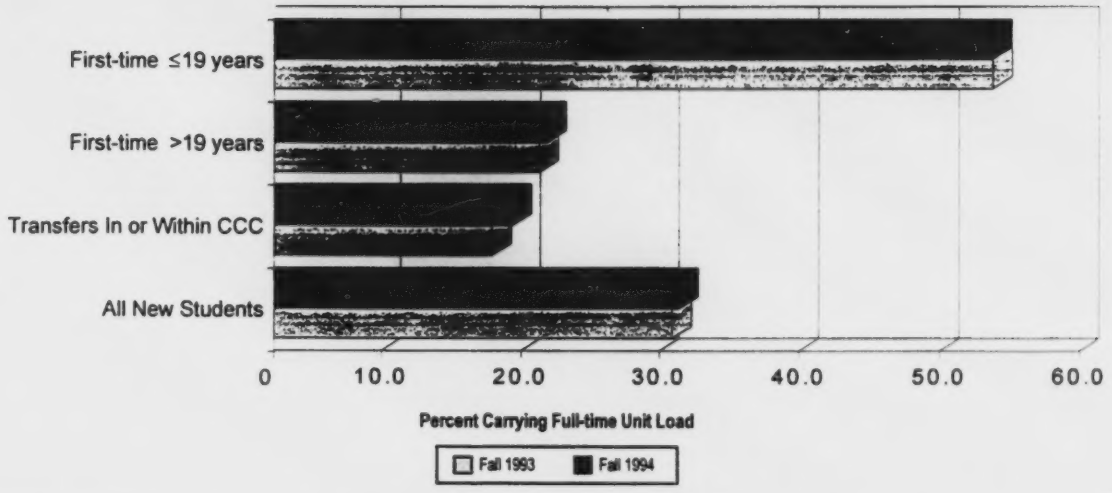
**Definition of Measure:** This measure shows the Fall term enrollment of first-time students 19 years of age or younger as a percentage of public high school graduates for the immediately preceding academic year, by race/ethnicity.

**Uses of Measure:** Recent high school graduates are an important source of new students at community colleges. Changes in the participation rate reflect changes in access for the different race/ethnicity groups.

**Analysis:** The overall participation rate of recent high school graduates in California Community Colleges declined from 45.6 percent in Fall 1993 to 42.9 percent in Fall 1994. In Fall 1994, the participation rate was highest for American Indians (67.8%), Filipino (61.8%), and Pacific Islanders (60.3%). The participation rate was lowest for Whites at 42.7 percent. In Fall 1994, the greatest decline in participation occurred among Asians (-7.4%) and Filipinos (-12.2%).

**Source:** Department of Finance, Demographic Research Unit; Chancellor's Office, Management Information Services

## 1.24
## Percent of New Students Carrying a Full Credit Unit Load for Fall 1993 and Fall 1994




| Type | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| **First-time ≤19 years** | | | | | | |
| Full-time | 61,119 | 53.8 | 58,468 | 53.8 | -2,651 | -4.3 |
| Part-time | 52,516 | 46.2 | 51,109 | 46.2 | -2,407 | -4.6 |
| Subtotal | 113,635 | 100.0 | 108,577 | 100.0 | -5,058 | -4.5 |
| **First-time >19 years** | | | | | | |
| Full-time | 21,189 | 21.3 | 20,613 | 21.9 | -576 | -2.7 |
| Part-time | 78,486 | 78.7 | 73,697 | 78.1 | -4,789 | -6.1 |
| Subtotal | 99,675 | 100.0 | 94,310 | 100.0 | -5,365 | -5.4 |
| **Transfers In or Within CCC** | | | | | | |
| Full-time | 22,333 | 17.9 | 24,806 | 19.4 | 2,473 | 11.1 |
| Part-time | 102,653 | 82.1 | 103,243 | 80.6 | 590 | 0.6 |
| Subtotal | 124,986 | 100.0 | 128,049 | 100.0 | 3,063 | 2.5 |
| **All New Students** | | | | | | |
| Full-time | 104,641 | 30.9 | 103,887 | 31.4 | -754 | -0.7 |
| Part-time | 233,655 | 69.1 | 227,049 | 68.6 | -6,606 | -2.8 |
| **Total** | **338,296** | **100.0** | **330,936** | **100.0** | **-7,360** | **-2.2** |

**Definition of Measure:** This measure shows the number and percent of all new credit students that carry a full-time and part-time load. Full-time students, by definition, carry a load of 12 or more semester units. (Refer to Measure 1.16 for an accounting of transfers in and within California Community Colleges.)

**Uses of Measure:** Student workload is an important factor in determining the rate of progress toward an academic goal.

**Analysis:** The majority (53.8%) of first-time students 19 years of age or younger (also known as recent high school graduates) carry a full-time load. Students who transfer in or within the community colleges are predominately part-time (80.6%). In Fall 1994, community colleges had a 4.5 percent decline in recent high school graduates which was partially offset by an 11.1 percent increase in the number who transferred into or within California Community Colleges. Refer to Measure 1.16 for the source of transfers into or within community colleges.

**Source:** Chancellor's Office, Management Information Services



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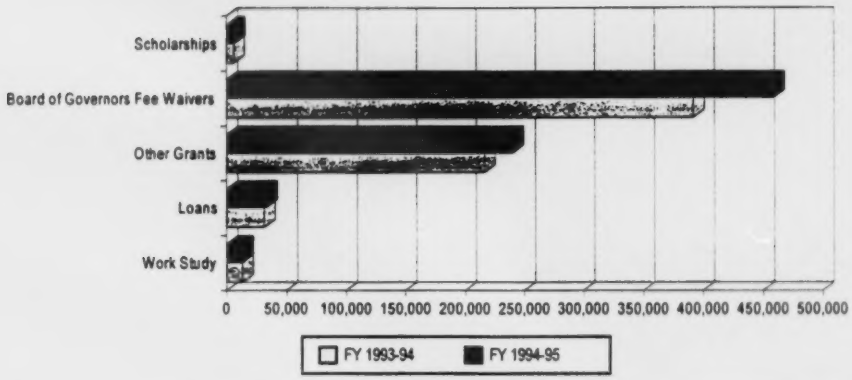
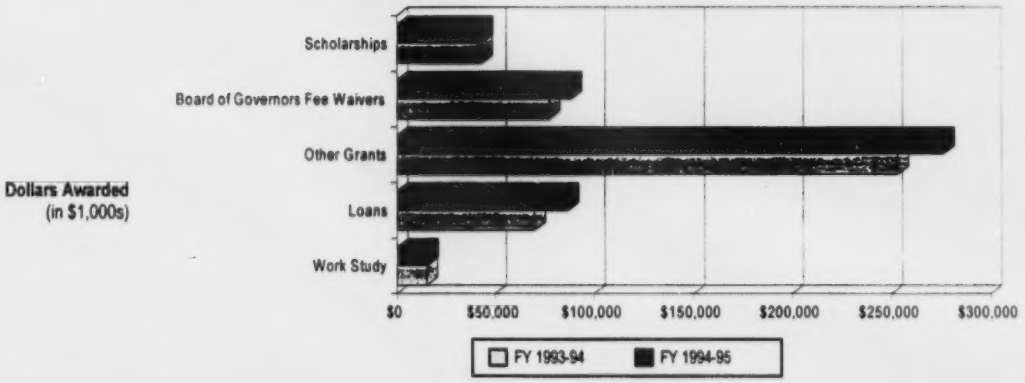
## I.31
## Number of Awards and Dollars Provided in Financial Aid Programs by Aid Types for Fiscal Year 1993-94 and Fiscal Year 1994-95




| Type | Fiscal Year 1993-94 | | | Fiscal Year 1994-95 | | | Dollars Change | |
|---|---|---|---|---|---|---|---|---|
| | Number | ($1,000s) | Percent | Number | ($1,000s) | Percent | ($1,000s) | Percent |
| Scholarships | 5,975 | $3,170 | 0.8 | 6,531 | $3,512 | 0.7 | $342 | 10.8 |
| Board of Governors Fee Waivers | 391,799 | 77,065 | 18.4 | 458,919 | 88,566 | 18.8 | 11,501 | 14.9 |
| Other Grants | 216,316 | 253,172 | 60.5 | 240,544 | 276,355 | 58.7 | 23,183 | 9.2 |
| Loans | 31,446 | 69,696 | 16.7 | 33,494 | 86,961 | 18.5 | 17,235 | 24.8 |
| Work Study | 13,147 | 15,229 | 3.6 | 13,580 | 15,789 | 3.4 | 560 | 3.7 |
| **Total Aid** | — | **$418,332** | **100.0** | — | **$471,183** | **100.0** | **$52,821** | **12.6** |

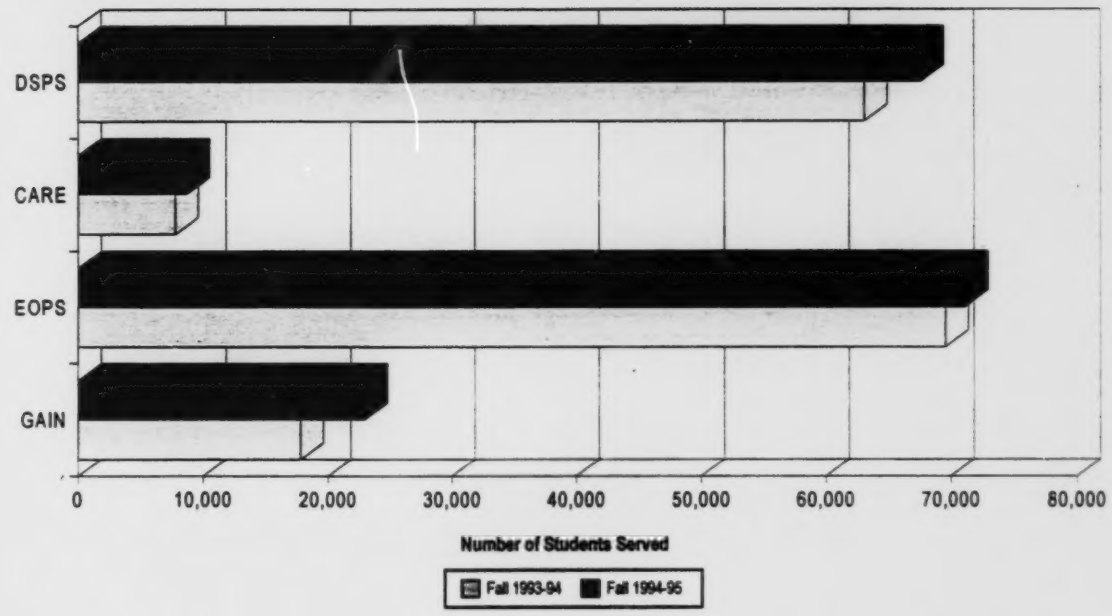
**Definition of Measure:** This measure shows the number of financial aid awards to California community college students systemwide and the total dollar amount of aid provided, by type of aid. A student often receives more than one award.

**Uses of Measure:** This measure shows changes in the number of financial aid awards and aid dollars. These data reflect institutional and systemwide efforts to assist low-income and economically disadvantaged students to finance their post-secondary education.

**Analysis:** The total aid provided community college students in Fiscal Year 1994-95 increased by nearly $52 million (12.6%) to an overall total of $471 million. More than three-fourths of all aid provided was in the form of grants and enrollment fee waivers. Student loans comprised nearly $87 million (18.5%) of total financial aid and in Fiscal Year 1994-95 was the fastest growing source of aid, increasing by 25 percent over the prior year. Virtually all of the growth in loans was in the federal unsubsidized Stafford loan program, reflecting a change in federal policy making loans more readily available to students from middle-income families. Borrowing by low-income students in the subsidized Stafford loan program grew by less than two percent.

**Source:** Chancellor's Office, Student Financial Assistance Programs Unit

## 1.32
## Number of Students Served by Categorical Programs in Fiscal Years 1993-94 and 1994-95




| Program | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Disabled Students Programs and Services (DSPS) | 63,078 | 39.8 | 67,606 | 39.7 | 4,528 | 7.2 |
| Cooperative Agencies Resources for Education (CARE) | 7,793 | 4.9 | 8,712 | 5.1 | 919 | 11.8 |
| Extended Opportunity Programs and Services (EOPS) | 69,555 | 44.0 | 71,138 | 41.7 | 1,583 | 2.3 |
| Greater Avenues for Independence (GAIN) | 17,808 | 11.3 | 22,996 | 13.5 | 5,188 | 29.1 |
| Total | 158,234 | 100.0 | 170,452 | 100.0 | 12,218 | 7.7 |

**Definition of Measure:** This measure shows the number of students served in four major categorical programs operated to assist populations with special needs.

- ***DSPS***: Provides services to students with disabilities to allow them access to educational offerings of the college.
- ***CARE***: Assists single parent EOPS students on AFDC through grants and allowances for child care, transportation, and books/supplies, as well as counseling, advisement, and peer networking activities.
- ***EOPS***: Offers academic and support counseling, and financial aid to students with language, social, economic and educational disadvantages.
- ***GAIN***: Provides education, job services, and support services (including child care and transportation) to eligible welfare recipients through a coordinated program with the Department of Social Services, the Chancellor's Office of the California Community Colleges, the Department of Education, the Employment Development Department, and the State Job Training Coordinating Council

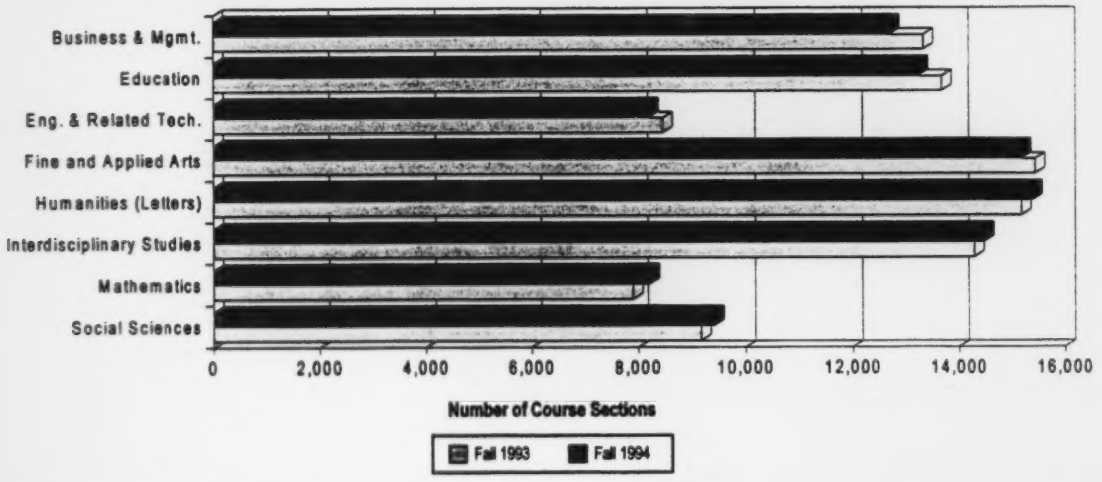
**Uses of Measure:** These data reflect institutional efforts in assisting physically and economically disadvantaged students with various support services to facilitate their progress through higher education.

**Analysis:** In 1994-95, over 12,200 (8%) new students were served by categorical programs. All four categorical programs served more students than in the prior year. The GAIN program had the highest increase in students (5,188, 29%) served followed by CARE (919, 12%), reflecting increased state funding.

**Source:** Chancellor's Office, Management Information Services

## 1.4I
## Number of Course Sections Taught by Discipline in Fall 1993 and Fall 1994

**Eight Largest Disciplines**




| Discipline | Fall 1993 Sections Offered | | Fall 1994 Sections Offered | | Change Section | Percent Change Sections Offered |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | | |
| Agri./Natural Resources | 1,311 | 1.0 | 1,278 | 0.9 | -33 | -2.5 |
| Arch., Law, Library | 1,162 | 0.9 | 1,158 | 0.9 | -4 | -0.3 |
| Biological Sciences | 3,455 | 2.6 | 3,664 | 2.7 | 209 | 6.0 |
| Business & Mgmt. | 13,332 | 9.8 | 12,710 | 9.4 | -622 | -4.6 |
| Commercial Services | 1,025 | 0.8 | 1,008 | 0.7 | -17 | -1.6 |
| Communications | 1,363 | 1.0 | 1,375 | 1.0 | 12 | 0.8 |
| Computer & Info. Svcs. | 4,759 | 3.5 | 4,793 | 3.5 | 34 | 0.7 |
| Cons. Ed. & Home Eco. | 4,396 | 3.2 | 4,395 | 3.2 | -1 | -0.0 |
| Education | 13,675 | 10.1 | 13,238 | 9.8 | -437 | -3.1 |
| Eng. & Related Tech. | 8,463 | 6.2 | 8,200 | 6.1 | -263 | -3.1 |
| Fine and Applied Arts | 15,434 | 11.4 | 15,179 | 11.2 | -255 | -1.6 |
| Foreign Language | 3,903 | 2.9 | 3,795 | 2.8 | -108 | -2.7 |
| Health | 4,305 | 3.2 | 4,294 | 3.2 | -11 | -0.2 |
| Humanities (Letters) | 15,178 | 11.2 | 15,393 | 11.4 | 215 | 1.4 |
| Interdisciplinary Studies | 14,287 | 10.5 | 14,476 | 10.7 | 189 | 1.3 |
| Mathematics | 7,900 | 5.8 | 8,213 | 6.1 | 313 | 3.9 |
| Physical Sciences | 4,092 | 3.0 | 4,346 | 3.2 | 254 | 6.2 |
| Psychology | 3,184 | 2.4 | 3,176 | 2.3 | -8 | -0.2 |
| Public Affairs & Svcs. | 5,064 | 3.7 | 5,261 | 3.9 | 197 | 3.8 |
| Social Sciences | 9,171 | 6.8 | 9,420 | 7.0 | 249 | 2.7 |
| Total | 135,459 | 100.0 | 135,372 | 100.0 | -87 | -0.1 |

**Definition of Measure:** This measure shows the number of course sections taught as of the end-of-term in which at least one student was enrolled and earned any letter grade including I, W, UG, UD, RD, and MW. (Refer to Measure 2.0 for a definition of these letter grades.)

**Uses of Measure:** This measure indicates the resource allocation systemwide for instructional services in the form of course sections taught. Course disciplines are based on the first two digits of the Taxonomy of Occupational Programs (TOP) code. Changes in instructional offerings directly impacts student access.

**Analysis:** In Fall 1994, the number of course sections taught was reduced by 87 (0.1%). Disciplines in which most course sections are taught include Humanities (11.4%), Fine and Applied Arts (11.2%), Interdisciplinary Studies (10.7%), and Business Management (9.4%). Discipline areas receiving the largest cutbacks include Business and Management (4.6%), Education (3.1%), Engineering and Related Technologies (3.1%), and Agriculture and Natural Resources (2.5%). Disciplines experiencing highest growth levels include Physical Sciences (6.2%), Biological Sciences (6.0%), Mathematics (3.9%), and Public Affairs and Services (3.8%).

**Source:** Chancellor's Office, Management Information Services

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# 2.0 Student Success

This section on student success presents twenty-seven performance measures to assess how well community colleges are carrying out their instructional mission. The first set of measures deals with educational goals to determine if congruence exists between student needs and institutional offerings. The next set of measures present course enrollments for different categories of students and curriculum. Course enrollments indicate the instruction actually provided to students. Measures of successful course completion follow, indicating the rate at which students complete courses which earn them credit towards a degree, certificate, transfer objective or other goal for attendance. Two more sets of measures gauge the retention and persistence of students. The retention rate measures the degree that different categories of students and curricular areas retain active participation (without withdrawal from class and the learning process), regardless of achievement level. Similarly, the persistence rate measures how well different groupings of students persist in their attendance from one term to the next.

The remaining student success measures deal with products generated by institutions. Illustrated here are outcomes for different student and program types, including the number of degrees and certificates awarded, the number of transfers accepted and enrolled by the University of California and the California State University, and the employment rate and earning capacity of occupational students who enter the workforce.

A brief summary of the findings related to student success follows:

- **Goals:** For every ten students enrolled in community colleges, five seek preparation for transfer, three seek occupational training, and two want to improve basic skills or pursue educational development. In 1994-95, more students sought preparation for transfer while fewer desired basic skills training in comparison to 1993-94.

- **Grades:** Four most frequently earned end-of-term letter grades were: A (23%), B (18%), W (16%), and C (14%).

- **Congruence:** A reasonably high level of congruence exists between student attendance goals and instructional services provided:

  » 48% of students seek transfer preparation; 72% of credit course enrollments were in transferable classes.

  » 30% of students seek occupational training; 28% of credit course enrollments were in vocational education classes.

» 6% of students seek basic skills training; 8% of credit course enrollments were in basic skills classes.

- **Successful course completion:** The overall course completion rate in Fall 1994 was 66.6%, a 1.6 point decline from 68.2 percent in Fall 1993.

  *Gender:* Female students had a successful course completion rate of 68.1% compared to 64.7% for men.

  *Race/ethnicity:* Asians/Pacific Islanders and Whites met the highest successful course completion rates among race/ethnic categories of students at 71.5% and 70.3%, respectively.

  *Course type*: Highest successful course completion rates were in Transferable courses (67.3%) and lowest in Basic Skills (60.5%)

  *Academic disciplines*: Highest levels of successful course completion occurred in Health (82.7%), Commercial Services (76.3%), and Agriculture and Natural Resources (74.9%). Lowest levels of successful course completion occurred in Mathematics (53.5%), Psychology (62.6%), and Social Services (62.7%).

  *Vocational Programs*: Highest successful course completion rates were attained in Health (83.8%) and Agriculture and Natural Resources (75.0%) courses.

- **Course retention:** The overall rate in Fall 1994 was 81.3%, a 1.0-point decline from Fall 1993.

  *Gender:* Female students had a retention rate of 81.8%, slightly higher than for male students at 80.7%.

  *Race/ethnicity*: Asians/Pacific Islanders and Whites earned the highest retention rate among race/ethnic categories of students at 84.0% and 83.0%, respectively.

  *Course type*: There was little variation in retention rates by course type.

  *Academic disciplines:* Highest retention rates were attained in Health (91.2%), Agriculture and Natural Resources (87.5%) and Commercial Services (86.9%) courses. Lowest rates were in Mathematics (72.6%), Biological Sciences (78.1%), Foreign Languages (78.8), and Physical Education (78.8%) courses.

  *Vocational Programs*: Highest retention rates were attained in Health (91.3%), Public Affairs and Service (88.7%), and Agriculture and Natural Resources (87.5%) courses.

- **Persistence:** The overall persistence rate (a measure for continued enrollment from the Fall to Spring term) was 60.2% for 1994-95, a slight drop from 60.5% in 1994-95.

*Race/ethnicity*: Asians/Pacific Islanders persisted at the highest rate (66.7%) while American Indians and Blacks had the lowest rates at 56.1% and 55.6 %, respectively.

- **Awards:** In 1994-95, community colleges statewide awarded a total of 53,465 AA/AS degrees and 24,216 certificates.

  *Gender:* 58.9% of all awards were earned by females compared to 41.0% by males.

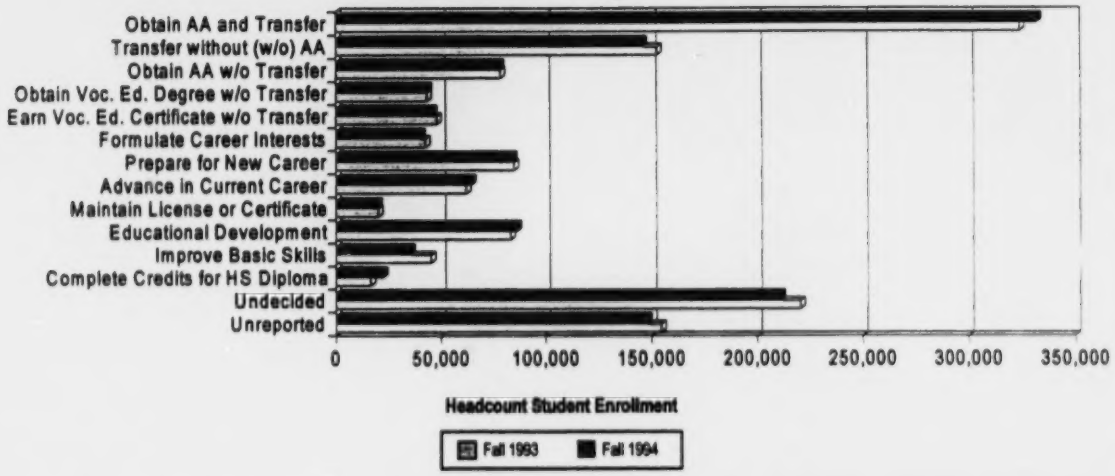
  *Race/ethnicity:* 46.2% of all awards were earned by nonWhites in 1994-95, an increase over 43.4% in the prior academic year.

  *Academic discipline*: One-third (33.6%) of all awards were in Liberal Arts and Sciences. For occupational education, the three largest awards programs were Nursing, Administration of Justice, and Child Development.

- **Transfers:** In 1994-95, University of California accepted 10,929 transfers, almost no change over the prior year. California State University accepted 46,912 transfers, a 5.6% increase over the 1993-94 level. There was an increase in minority representation among transfers to both the University of California and the California State University.

- **Job performance:** The Chancellor's Office has tested the use of Unemployment Insurance wage data for performance evaluation of occupational programs. Systemwide implementation of the process is scheduled for 1997 when the 1991-92 cohort group of program completers will be evaluated, along with a requirement to be implemented by the State Job Training Coordinating Council following SB 645.

## 2.10
## Declared Goals of All Students for 1993-94 and 1994-95




| Major Student Goal | 1993-94 | | 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| Obtain AA and Transfer | 324,018 | 26.4 | 331,965 | 27.5 | 7,847 | 2.4 |
| Transfer (w/o) AA | 152,479 | 12.5 | 145,759 | 12.0 | -6,720 | -4.4 |
| Obtain AA w/o Transfer | 78,457 | 6.4 | 78,191 | 6.5 | -266 | -0.3 |
| Obtain Voc. Ed. Degree w/o Transfer | 43,391 | 3.6 | 43,747 | 3.6 | 356 | 0.8 |
| Earn Voc. Ed. Certificate w/o Transfer | 48,046 | 3.9 | 46,146 | 3.8 | -1,900 | -4.0 |
| Formulate Career Interests | 42,704 | 3.5 | 40,348 | 3.3 | -2,396 | -5.5 |
| Prepare for New Career | 84,962 | 7.0 | 84,319 | 7.0 | -643 | -0.8 |
| Advance in Current Career | 62,153 | 5.1 | 64,658 | 5.3 | 2,505 | 4.0 |
| Maintain License or Certificate | 20,213 | 1.7 | 19,955 | 1.6 | -258 | -1.3 |
| Educational Development | 83,296 | 6.8 | 86,421 | 7.1 | 3,125 | 3.8 |
| Improve Basic Skills | 45,336 | 3.7 | 35,485 | 2.9 | -9,851 | -21.7 |
| Complete Credits for HS Diploma | 16,517 | 1.4 | 22,598 | 1.9 | 6,081 | 36.8 |
| Undecided | 220,442 | 18.0 | 211,271 | 17.5 | 9,171 | 4.2 |
| Unreported | 154,551 | — | 147,937 | — | -6,614 | -4.3 |
| Total | 1,376,565 | 100.0 | 1,358,800 | | -17,765 | -1.3 |

*Percent does not include unreported.

**Definition of Measure:** This measure shows declared goals of students after undergoing matriculation services; application goals are used for those not receiving matriculation screening.

**Uses of Measure:** Student declared goals identify the primary purposes for which students are enrolled in community colleges. Caution should be exercised in interpreting declared goals since no distinction is made for students' short-term or long-term objectives, and not all goals are mutually exclusive.

**Analysis:** In 1994-95, more students declared the following goals to: obtaining an AA degree and transfer, complete credits for a high school diploma, and seek training to advance in their current job or career. Fewer students declared the following goals to: improve basic skills in language and computation, formulate career interests, and earn a vocational education degree without plans for transfer. Almost one in every six students was undecided about his/her educational goals.

**Source:** Chancellor's Office, Management Information Services

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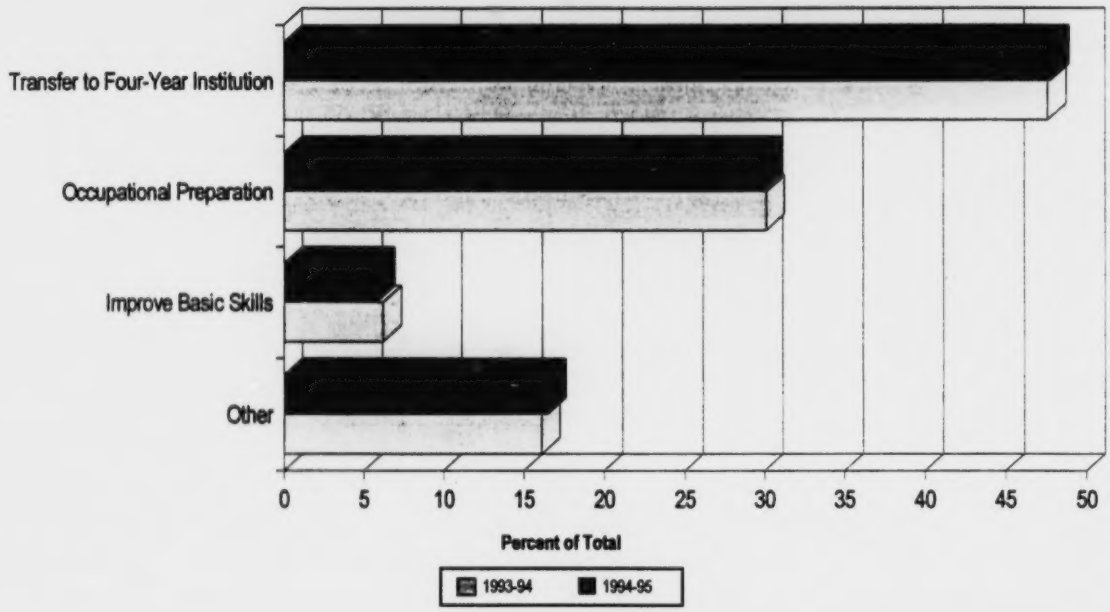
## 2.11
## Student-Declared Goals Grouped to Reflect the Master Plan Mission of California Community Colleges for 1993-94 and 1994-95




| Grouped Student Goal | 1993-94 | | 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| Transfer to Four-Year Institution | 476,497 | 47.6 | 477,724 | 47.8 | 1,227 | 0.3 |
| Occupational Preparation | 301,469 | 30.1 | 299,173 | 29.9 | -2,296 | -0.8 |
| Improve Basic Skills | 61,853 | 6.2 | 58,083 | 5.8 | -3,770 | -6.5 |
| Other | 161,753 | 16.1 | 164,612 | 16.5 | 2,859 | 1.8 |
| Unknown | 374,993 | — | 359,208 | — | -15,785 | -4.2 |
| Total | 1,376,565 | 100.0 | 1,358,800 | 100.0 | 17,765 | -1.3 |

*Percent excludes unknown.

**Definition of Measure:** This measure combines specific educational goals of students within the stated Master Plan mission of California Community Colleges. The detailed goal statements (see Measure 2.10) were grouped as follows:

- ***Transfer:*** Obtain AA and transfer and transfer without AA.
- ***Occupational:*** Obtain VE degree without transfer, earn VE certificate without transfer, formulate career goals, prepare for new career, advance in current career, and maintain license or certificate.
- ***Basic Skills:*** Improve basic skills and complete credits for high school diploma.
- ***Other:*** Obtain AA without transfer, and educational development.
- ***Unknown:*** Undecided and unreported.

**Uses of Measure:** The grouping of student goals to reflect the Master Plan mission can be used to show the degree of congruence between the instructional services students seek and the course offerings provided by community colleges. It should be noted that many occupational preparation goals are satisfied through transfer goals since most vocational education classes are transferable to UC and CSU.

**Analysis:** For every ten students enrolled in community colleges, 5 seek preparation for transfer, 3 seek occupational training, and 2 want to improve basic skills or other educational development. In 1994-95, fewer students were seeking basic skills training and more students sought preparation to transfer to a four-year college or university.

**Source:** Chancellor's Office, Management Information Services



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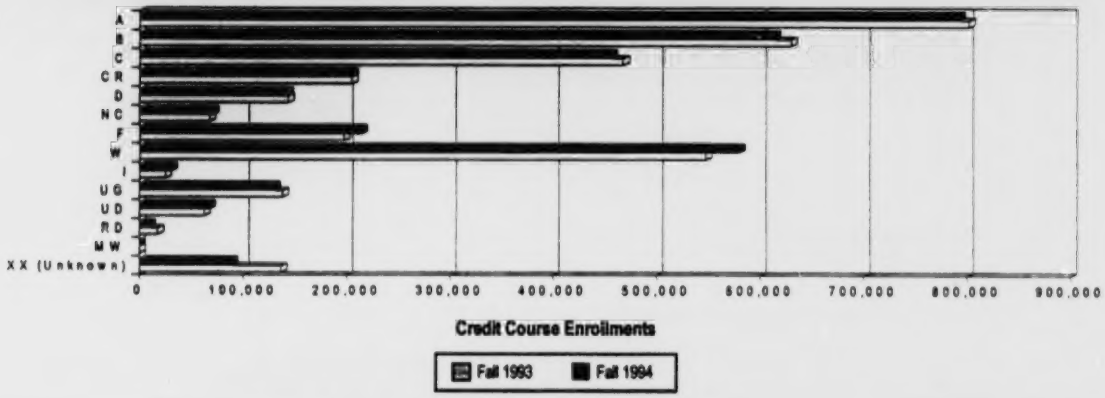
## 2.20
## Credit Course Enrollments by Letter Grade Earned Statewide for Fall 1993 and Fall 1994




| Letter Grade | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent[a] | Number | Percent[a] | Number | Percent |
| A | 801,715 | 23.3 | 792,515 | 23.4 | -9,200 | -1.1 |
| B | 629,845 | 18.3 | 613,894 | 18.0 | -15,951 | -2.5 |
| C | 467,601 | 13.6 | 456,353 | 13.4 | -11,248 | -2.4 |
| CR | 205,085 | 6.0 | 205,598 | 6.0 | 513 | 0.3 |
| D | 143,334 | 4.2 | 142,594 | 4.2 | -740 | -0.5 |
| NC | 67,911 | 2.0 | 71,109 | 2.1 | 3,198 | 4.7 |
| F | 197,398 | 5.7 | 214,434 | 6.0 | 17,036 | 8.6 |
| W | 547,583 | 15.9 | 580,025 | 17.0 | 32,442 | 5.9 |
| I | 25,155 | 0.7 | 30,830 | 0.9 | 5,675 | 22.6 |
| UG | 138,158 | 4.0 | 130,095 | 3.8 | -8,063 | 5.8 |
| UD | 62,601 | 1.8 | 67,804 | 2.0 | 5,203 | 8.3 |
| RD | 17,342 | 0.5 | 9,653 | 0.3 | -7,889 | -45.0 |
| MW | 14 | 0.0 | 14 | 0.0 | 0 | 0.0 |
| XX (Unknown) | 136,518 | 4.0 | 89,530 | 2.6 | -46,988 | -34.4 |
| **Total** | **3,440,460** | **100.0** | **3,404,448** | **100.0** | **-36,012** | **-1.1** |

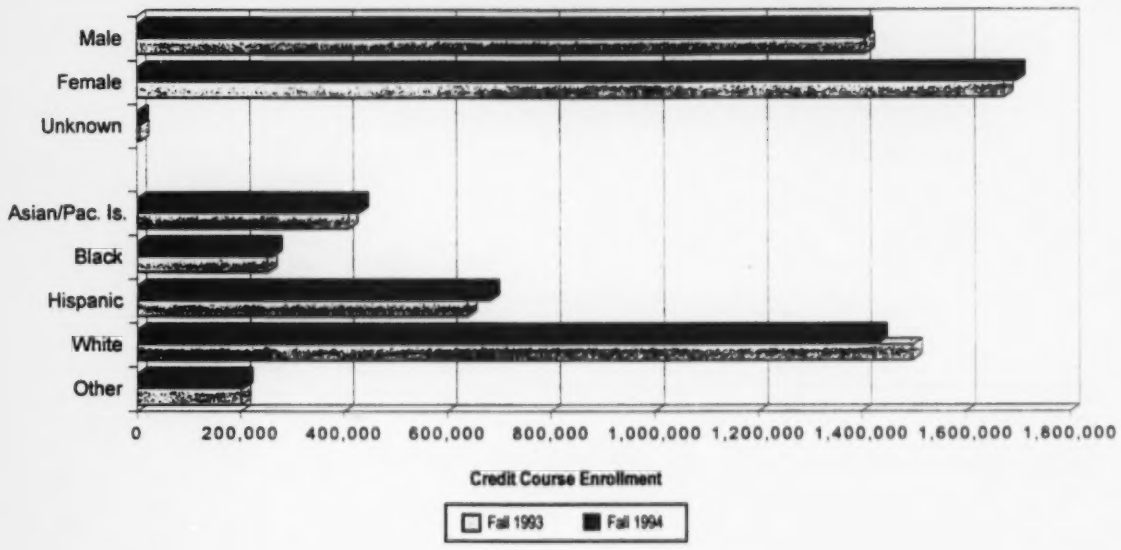
**Definition of Measure:** This measure shows the statewide aggregate course enrollment for each of the fourteen letter grade notations earned by students. These letter grade notations are as of the end-of-term for students who persist in the course on or after the first census (usually the 4th week for regularly scheduled semester classes). The traditional letter grades are A, B, C, D, and F. CR represents credit while NC indicates no credit under a pass/fail option in lieu of traditional letter grades. W is a withdrawal after the first census. MW is an excusable military withdrawal. I represents an incomplete, wherein a student has an agreement with the instructor to complete course requirements before a specified date. UG represents ungraded, a designation used commonly for all noncredit classes. UD represents ungraded dependent, a designation for laboratory requirements associated with a scheduled class. RD indicates report delayed, a designation used when the instructor does not turn in the grades on time. IP is in progress for the classes that overlap terms.

**Uses of Measure:** An aggregate of course enrollments for each of the fourteen letter grade designations enables detailed analysis of student achievement on a grade-by-grade basis. Since combinations of letter grades are used to measure rates for successful course completion, course retention and term-to-term persistence, a listing for each grade designation enables better understanding of these measures. Such a listing also facilitates tracking trends for individual grades, such as percent of course enrollment receiving "W" or "I."

**Analysis:** In Fall 1994, letter grades most frequently earned were "A" by 23.4 percent of course enrollments, "B" by 18.0 percent and "W" by 17.0 percent. In Fall 1994, there appears to be a drop in the level of student achievement. The number of course enrollments earning "A" dropped by 1.1 percent, "B" dropped by 2.5 percent, and "C" by 2.4 percent. This drop was offset by increases in "NC" by 4.7 percent, "F" by 8.6 percent, "W" by 5.9 percent, and "I" by 22.6 percent.

**Source:** Chancellor's Office, Management Information Services

## 2.21
## Credit Course Enrollment by Gender and Race/Ethnicity for Fall 1993 and Fall 1994




| Category | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent* | Number | Percent* | Number | Percent |
| Male | 1,408,324 | 45.7 | 1,404,943 | 45.2 | -3,381 | -0.2 |
| Female | 1,673,821 | 54.3 | 1,697,268 | 54.6 | 23,447 | 1.4 |
| Unknown | 5,496 | — | 5,155 | — | | |
| Asian/Pacific Islander | 409,575 | 13.7 | 430,378 | 14.3 | 20,803 | 5.1 |
| Black | 252,256 | 8.4 | 263,196 | 8.7 | 10,940 | 4.3 |
| Hispanic | 638,059 | 21.3 | 683,416 | 22.7 | 45,357 | 7.1 |
| White | 1,498,690 | 49.9 | 1,432,137 | 47.5 | -66,553 | -4.4 |
| Other | 201,085 | 6.7 | 205,556 | 6.8 | 4,471 | 2.2 |
| Unknown | 87,976 | — | 92,683 | — | | — |
| **Total** | **3,087,641** | **100.0** | **3,107,366** | **100.0** | **19,725** | **0.6** |

*Percent does not include unknowns.

**Definition of Measure:** Course enrollments are the sum of students receiving a letter grade of A, B, C, CR, D, NC, F, I, or W as the official record at the completion of the course. Excluded are noncredit course enrollments and those with a reported grade of RD, UD, UG, and XX. (Refer to Measure 2.20 for definition of letter grades.)

**Uses of Measure:** Course enrollments reflect the instruction provided by an institution that can be quantified by categories of students served and curricular areas offered.

**Analysis:** Despite the 1.0 percent drop in credit headcount enrollment in Fall 1994, course enrollment increased by 0.6 percent for the same period, indicating an increase in unit load carried by students. In Fall 1994, male course enrollment declined by 3,381 (0.2%) compared to a 23,447 (1.4%) increase for females. Among race/ethnicity categories of students, Whites declined by 66,553 (4.4%) while all categories of nonWhite student course enrollment increased, Hispanics showed the largest increase at 45,357 (7.1%).

**Source:** Chancellor's Office, Management Information Services





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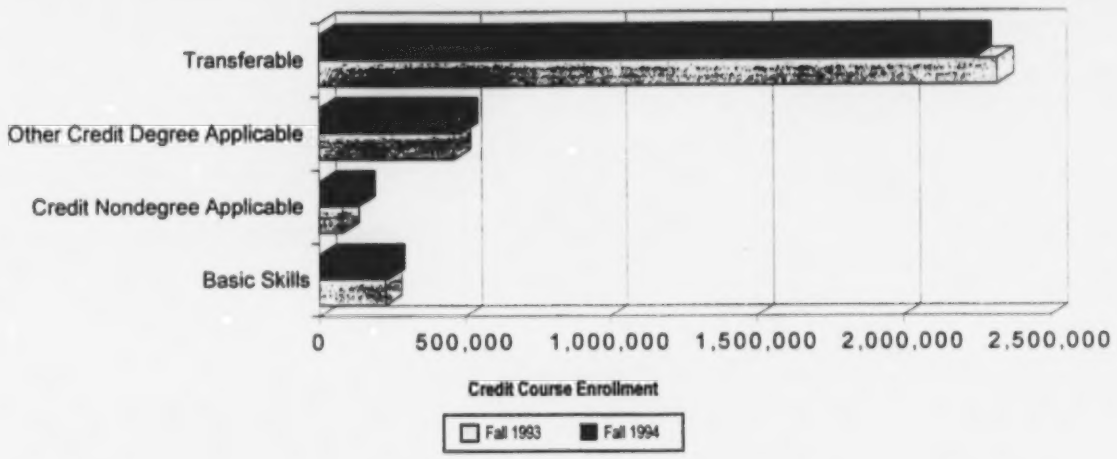
## 2.22
## Credit Course Enrollment by Course Type for Fall 1993 and Fall 1994




| Credit Type | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Transferable | 2,320,204 | 75.1 | 2,246,263 | 72.3 | -73,941 | -3.21 |
| Other Credit Degree Applicable | 463,655 | 15.0 | 489,364 | 15.7 | 25,709 | 5.5 |
| Credit Non-Degree Applicable | 79,343 | 2.6 | 135,819 | 4.4 | 56,476 | 71.2 |
| Basic Skills | 224,439 | 7.3 | 235,920 | 7.6 | 11,481 | 5.1 |
| **Total** | **3,087,641** | **100.0** | **3,107,366** | **100.0** | **19,725** | **0.6** |

**Definition of Measure:** Course enrollments are the sum of students receiving a letter grade of A, B, C, CR, D, NC, F, I, or W as the official record at the completion of the course. Excluded are noncredit course enrollments and those with a reported grade of RD, UD, UG, and XX. (Refer to Measure 2.20 for definition of letter grades.)

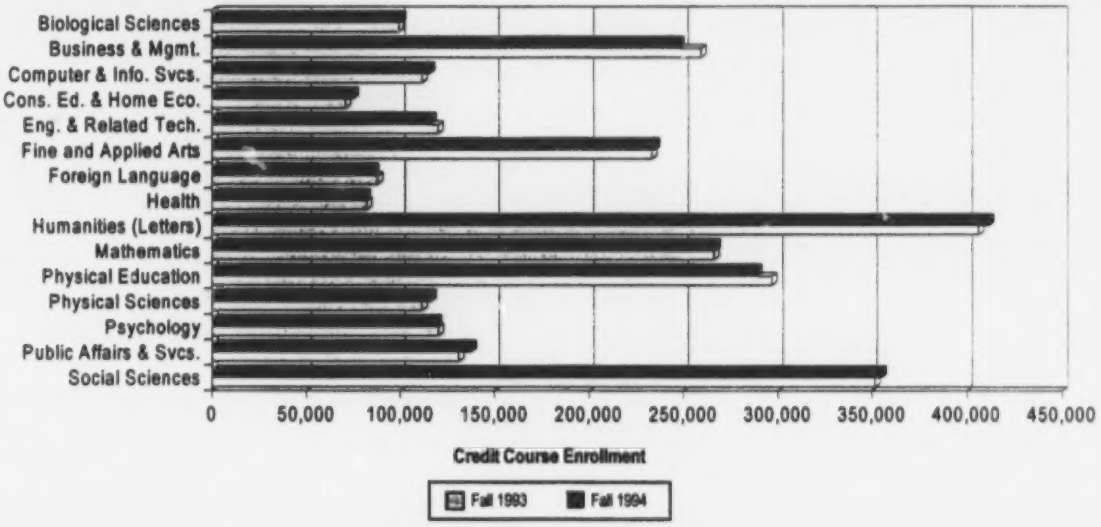
**Uses of Measure:** Course enrollments reflect the instruction provided by an institution which can be quantified by categories of students served and curricular areas offered.

**Analysis:** Credit course enrollments in transferable classes declined by 73,941 (3.2%) in Fall 1994. All other course enrollments increased, with largest increases in Credit Non-Degree Applicable classes. Transferable classes, which comprised three-quarters of the curriculum in Fall 1993, shrank while Basic Skills and other nontransferable credit classes increased.

**Source:** Chancellor's Office, Management Information Services

## 2.23
## Credit Course Enrollment by Academic Discipline for Fall 1993 and Fall 1994

**Fifteen Largest Disciplines**




| Discipline | Fall 1993* | | Fall 1994* | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Agri./Natural Resources | 21,511 | 0.8 | 21,165 | 0.7 | -346 | -1.6 |
| Arch., Law, Library | 25,331 | 0.9 | 25,451 | 0.9 | 120 | 0.5 |
| Biological Sciences | 99,310 | 3.5 | 100,531 | 3.5 | 1,221 | 1.2 |
| Business & Mgmt. | 259,351 | 9.2 | 248,054 | 8.7 | -11,297 | -4.4 |
| Commercial Services | 17,197 | 0.6 | 17,098 | 0.6 | -99 | -0.6 |
| Communications | 20,474 | 0.7 | 20,715 | 0.7 | 241 | 1.2 |
| Computer & Info. Svcs. | 111,814 | 3.9 | 116,134 | 4.1 | 4,320 | 3.9 |
| Cons. Ed. & Home Eco. | 70,909 | 2.5 | 75,095 | 2.6 | 4,186 | 5.9 |
| Eng. & Related Tech. | 120,344 | 4.2 | 116,577 | 4.1 | -3,767 | -3.1 |
| Fine and Applied Arts | 233,549 | 8.2 | 235,288 | 8.3 | 1,739 | 0.7 |
| Foreign Language | 87,992 | 3.1 | 85,707 | 3.0 | -2,285 | -2.6 |
| Health | 82,111 | 2.9 | 81,339 | 2.9 | -772 | -0.9 |
| Humanities (Letters) | 406,170 | 14.4 | 411,621 | 14.6 | 5,451 | 1.3 |
| Mathematics | 266,260 | 9.4 | 266,946 | 9.4 | 686 | 0.3 |
| Physical Education | 296,786 | 10.5 | 288,920 | 10.2 | -7,866 | -2.7 |
| Physical Sciences | 111,547 | 3.9 | 116,431 | 4.1 | 4,884 | 4.4 |
| Psychology | 120,450 | 4.3 | 119,508 | 4.2 | 3,942 | -0.8 |
| Public Affairs & Svcs. | 131,217 | 4.6 | 137,926 | 4.9 | -6,709 | 5.1 |
| Social Sciences | 351,644 | 12.4 | 355,268 | 12.5 | -3,624 | 1.0 |
| Unknown | 253,674 | — | 267,592 | — | 13,918 | 5.5 |
| Total | 3,087,641 | 100.0 | 3,107,366 | 100.0 | -19,725 | 0.6 |

*Percent does not include unknowns.

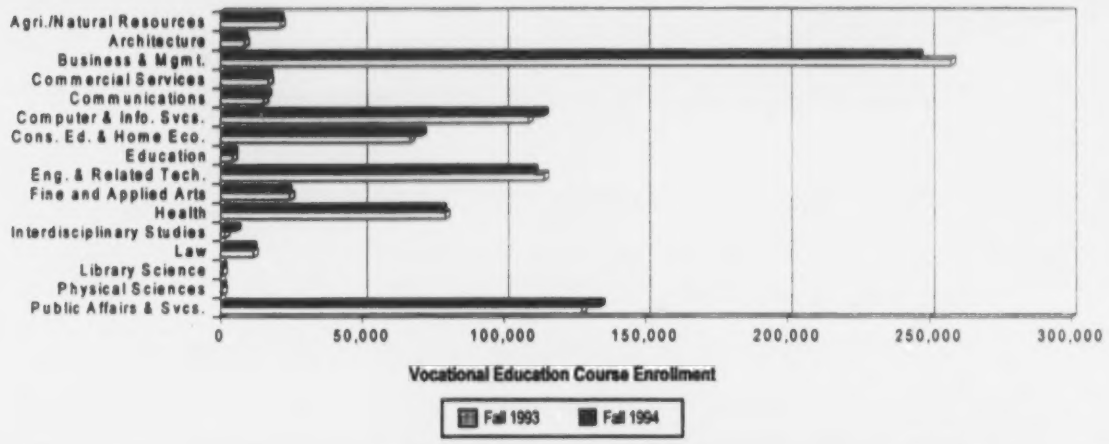
**Definition of Measure:** Course enrollments are the sum of students receiving a letter grade of A, B, C, CR, D, NC, F, I, or W as the official record at the completion of the course. Excluded are noncredit course enrollments or those with a reported grade of RD, UD, UG, and XX. (Refer to Measure 2.20 for definition of letter grades.)

**Uses of Measure:** Course enrollments reflect the instruction provided by an institution which can be quantified by categories of students served and curricular areas offered. Changes in course enrollments are attributable to student demand, the ability of institutions to change curriculum, and staffing conditions, among other factors.

**Analysis:** Academic disciplines showing a growth in course enrollments in Fall 1994 include Consumer Education and Home Economics (5.9%), Public Affairs and Services (5.1%), Physical Sciences (4.4%), and Computer and Information Services (3.9%). Largest declines in course enrollments occurred for Business and Management (-4.4%), Physical Education (-2.7%), and Foreign Languages (-2.6%).

**Source:** Chancellor's Office, Management Information Services

## 2.24
## Credit Vocational Education Course Enrollments by Program for Fall 1993 and Fall 1994




| Discipline | Fall 1993 | | Fall 1994 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Agri./Natural Resources | 21,401 | 2.5 | 20,893 | 2.4 | -508 | -2.4 |
| Architecture | 8,664 | 1.0 | 8,247 | 1.0 | -417 | -4.8 |
| Business & Mgmt. | 257,556 | 29.8 | 246,066 | 28.6 | -11,490 | -4.5 |
| Commercial Services | 17,075 | 2.0 | 16,990 | 2.0 | -85 | -0.5 |
| Communications | 15,457 | 1.8 | 16,599 | 1.9 | 1,142 | 7.4 |
| Computer & Info. Svcs. | 108,884 | 12.7 | 114,344 | 13.2 | 5,460 | 5.0 |
| Cons. Ed. & Home Eco. | 66,928 | 7.8 | 71,087 | 8.2 | 4,159 | 6.2 |
| Education | 4,261 | 0.5 | 4,494 | 0.5 | 233 | 5.5 |
| Eng. & Related Tech. | 114,466 | 13.3 | 110,649 | 12.8 | 3,817 | 3.3 |
| Fine and Applied Arts | 24,539 | 2.9 | 23,670 | 2.7 | -869 | -3.5 |
| Health | 79,409 | 9.2 | 78,289 | 9.1 | -1,120 | -1.4 |
| Interdisciplinary Studies | 1,509 | 0.2 | 5,567 | 0.6 | 4,058 | 268.9 |
| Law | 11,593 | 1.3 | 11,225 | 1.3 | -368 | -3.2 |
| Library Science | 677 | 0.1 | 473 | 0.1 | -204 | -30.1 |
| Physical Sciences | 543 | 0.1 | 414 | 0.1 | -129 | -23.8 |
| Public Affairs & Svcs. | 127,757 | 14.8 | 134,199 | 15.5 | 6,442 | 5.0 |
| Subtotal-Vocational | 860,719 | 100.0 | 863,206 | 100.0 | 2,487 | 0.3 |
| Subtotal-Non-Vocational | 2,226,922 | 72.1 | 2,244,160 | 72.2 | 17,238 | 0.8 |
| Total | 3,087,641 | — | 3,107,366 | — | 19,725 | 0.6 |

**Definition of Measure:** Course enrollments are the sum of students receiving a letter grade of A, B, C, CR, D, NC, F, I, or W as the official record at the completion of the course. Excluded are noncredit course enrollments or those with a reported grade of RD, UD, UG, and XX. (Refer to Measure 2.20 for definition of letter grades.) Vocational education disciplines include courses with a SAM code (A) Apprenticeship, (B) Advanced Occupational, (C) Clearly Occupational, and (D) Possibly Occupational in a TOP discipline designated as vocational.

**Uses of Measure:** Course enrollments reflect the instruction provided by an institution which can be quantified by categories of students served and curricular areas offered. Changes in course enrollments are attributable to student demand, the ability of institutions to change curriculum, staffing conditions, among other factors.

**Analysis:** Vocational education comprised 27.8 percent of all credit course enrollments in Fall 1994. This compares closely to 29.9 percent of all students indicating occupational training or retraining as their primary educational goal.

Vocational education programs experiencing the highest growth rate over the prior year include Interdisciplinary (268.9%), Communications (7.4%), Consumer Education and Home Economics (6.2%), and Education (5.5%). Largest declines in vocational program course enrollments occurred in Library Science (30.1%), Physical Sciences (23.8%), and Architecture (4.8%).

**Source:** Chancellor's Office, Management Information Services

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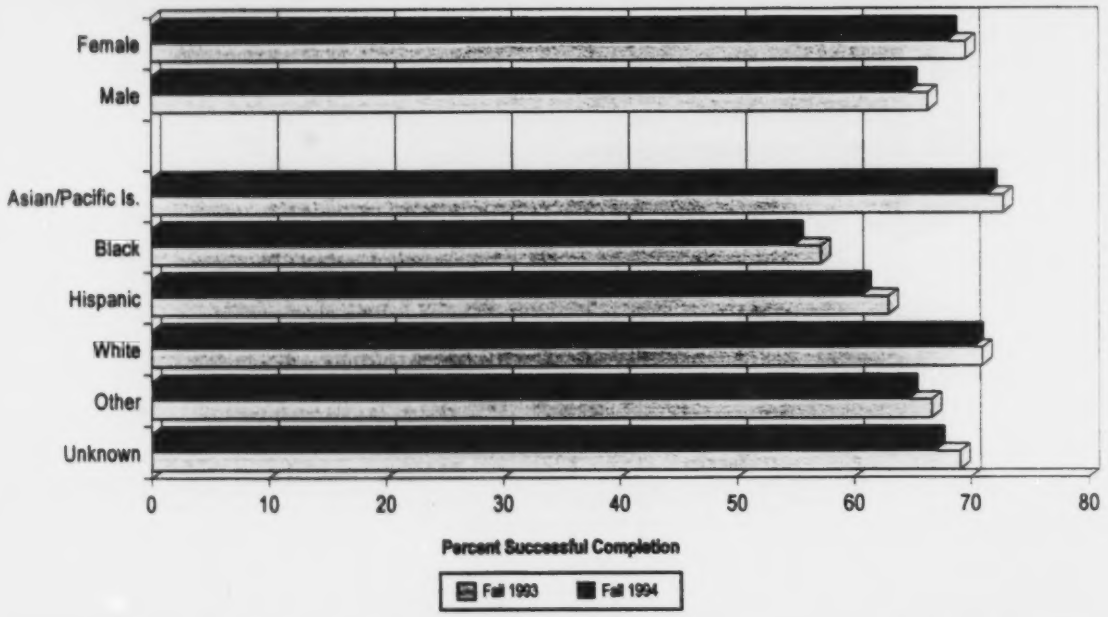
## 2.31
## Successful Course Completion in Credit Classes by Gender and Race/Ethnicity for Fall 1993 and Fall 1994




| Gender and Race/Ethnicity | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Successful | Attempted | % Successful | Successful | Attempted | % Successful |
| Female | 1,164,815 | 1,673,821 | 69.6 | 1,155,950 | 1,697,268 | 68.1 |
| Male | 935,497 | 1,408,324 | 66.4 | 908,908 | 1,404,943 | 64.7 |
| Unknown | 3,934 | 5,496 | 71.6 | 3,502 | 5,155 | 67.9 |
| | | | | | | |
| Asian/Pacific Islander | 298,290 | 409,575 | 72.8 | 307,669 | 430,378 | 71.5 |
| Black | 144,303 | 252,256 | 57.2 | 144,511 | 263,196 | 54.9 |
| Hispanic | 402,043 | 638,059 | 63.0 | 414,888 | 683,416 | 60.7 |
| White | 1,064,796 | 1,498,690 | 71.0 | 1,006,106 | 1,432,137 | 70.3 |
| Other | 134,040 | 201,085 | 66.7 | 133,091 | 205,556 | 64.7 |
| Unknown | 60,774 | 87,976 | 69.1 | 62,095 | 92,683 | 67.0 |
| **Total** | **2,104,246** | **3,087,641** | **68.2** | **2,068,360** | **3,107,366** | **66.6** |

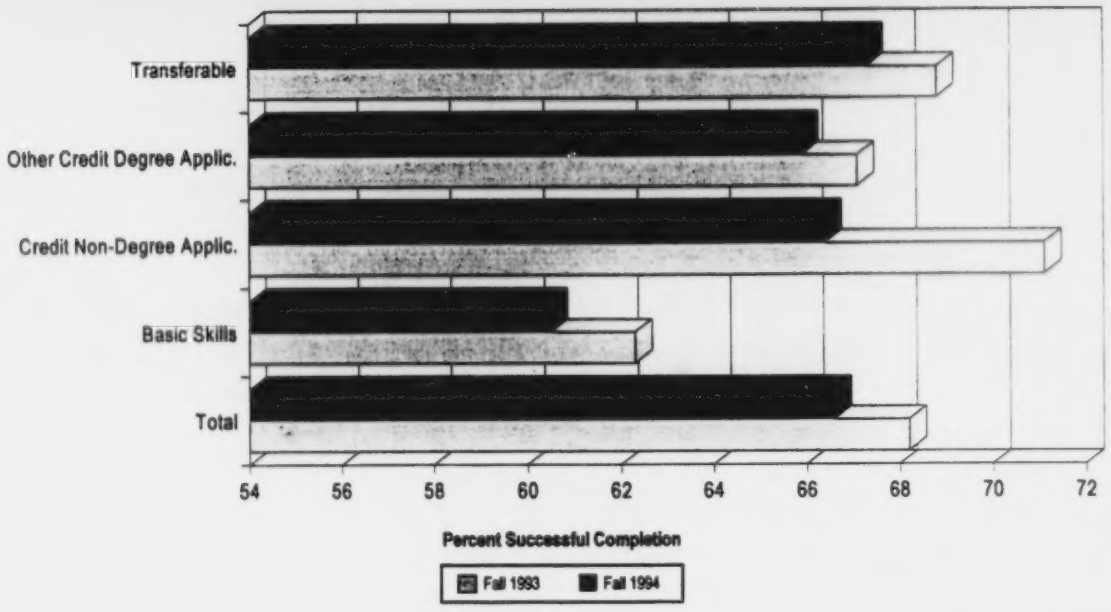
**Definition of Measure:** The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW. Treated as unknown (excluded) are course enrollments with letter grades RD, UD, UG, and XX. (See Measure 2.20 for definitions.)

**Uses of Measure:** Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas.

**Analysis:** The overall successful course completion rate dropped from 68.2 percent in Fall 1993 to 66.6 percent in Fall 1994. In Fall 1994, female students had a successful course completion rate of 68.1 percent compared to 64.7 percent for males. Among race/ethnic categories of students, highest successful course completion rates were earned by Asians/Pacific Islanders (71.5%) and Whites (70.3%).

**Source:** Chancellor's Office, Management Information Services

## 2.32
## Successful Course Completion in Credit Classes by Course Type for Fall 1993 and Fall 1994




| Course Type | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Successful | Attempted | % Successful | Successful | Attempted | % Successful |
| Transferable | 1,596,646 | 2,320,204 | 68.8 | 1,512,818 | 2,246,263 | 67.3 |
| Other Credit Degree Applicable | 311,326 | 463,655 | 67.1 | 322,674 | 489,364 | 65.9 |
| Credit Non-Degree Applicable | 56,396 | 79,343 | 71.1 | 90,137 | 135,819 | 66.4 |
| Basic Skills | 139,878 | 224,439 | 62.3 | 142,731 | 235,920 | 60.5 |
| Total | 2,104,246 | 3,087,641 | 68.2 | 2,068,360 | 3,107,366 | 66.6 |

**Definition of Measure:** The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW. Treated as unknown (excluded) are course enrollments with letter grades RD, UD, UG, and XX. (See Measure 2.20 for definitions.)

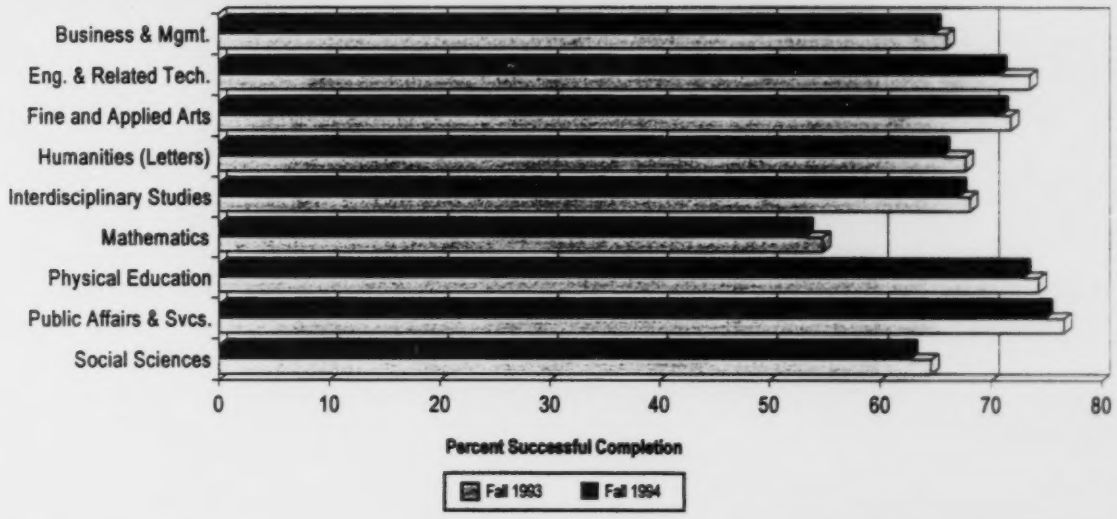
**Uses of Measure:** Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas.

**Analysis:** The highest rate of successful course completion was attained in Transferable (68.8%) and Other Credit Degree Applicable classes (65.9%). The lowest rate occurred for credit Basic Skills classes (60.5%).

**Source:** Chancellor's Office, Management Information Services

## 2.33
## Successful Course Completion in Credit Classes by Academic Discipline for Fall 1993 and Fall 1994

**Nine Largest Disciplines**




| Discipline | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Successful | Attempted | % Successful | Successful | Attempted | % Successful |
| Agri./Natural Resources | 16,086 | 21,511 | 74.8 | 15,855 | 21,165 | 74.9 |
| Arch., Law, Library | 18,542 | 25,331 | 73.2 | 18,026 | 25,451 | 70.8 |
| Biological Sciences | 65,589 | 99,310 | 66.0 | 64,475 | 100,531 | 64.1 |
| Business & Mgmt. | 171,118 | 259,351 | 66.0 | 160,698 | 248,054 | 64.8 |
| Commercial Services | 13,577 | 17,197 | 78.9 | 13,053 | 17,098 | 76.3 |
| Communications | 14,453 | 20,474 | 70.6 | 14,273 | 20,715 | 68.9 |
| Computer & Info. Svcs. | 73,589 | 111,814 | 65.8 | 74,660 | 116,134 | 64.3 |
| Cons. Ed. & Home Eco. | 51,709 | 70,909 | 72.9 | 53,502 | 75,095 | 71.2 |
| Eng. & Related Tech. | 88,448 | 120,344 | 73.5 | 82,592 | 116,577 | 70.8 |
| Fine and Applied Arts | 167,620 | 233,549 | 71.8 | 166,763 | 235,288 | 70.9 |
| Foreign Language | 60,245 | 87,992 | 68.5 | 57,391 | 85,707 | 67.0 |
| Health | 68,206 | 82,111 | 83.1 | 67,287 | 81,339 | 82.7 |
| Humanities (Letters) | 274,928 | 406,170 | 67.7 | 270,216 | 411,621 | 65.6 |
| Interdisciplinary Studies | 171,364 | 251,599 | 68.1 | 178,671 | 266,342 | 67.1 |
| Mathematics | 146,033 | 266,260 | 54.8 | 142,167 | 266,946 | 53.3 |
| Physical Education | 220,380 | 296,786 | 74.3 | 210,658 | 288,920 | 72.9 |
| Physical Sciences | 74,596 | 111,547 | 66.9 | 76,233 | 116,431 | 65.5 |
| Psychology | 78,650 | 120,450 | 65.3 | 74,819 | 119,508 | 62.6 |
| Public Affairs & Svcs. | 100,498 | 131,217 | 76.6 | 103,224 | 137,926 | 74.9 |
| Social Sciences | 227,196 | 351,644 | 64.6 | 222,837 | 355,268 | 62.7 |
| Unknown | 1,419 | 2,075 | 68.4 | 960 | 1,250 | 76.8 |
| Total | 2,104,246 | 3,087,641 | 68.2 | 2,048,360 | 3,107,366 | 66.6 |

**Definition of Measure:** The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW. Treated as unknown (excluded) are course enrollments with letter grades RD, UD, UG, and XX. (See Measure 2.20 for definitions.)

**Uses of Measure:** Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas.

**Analysis:** In Fall 1994, academic disciplines attaining highest levels of successful course completion include Health (82.7%), Commercial Services (76.3%), Public Affairs and Services (74.9%), Agriculture and Natural Resources (74.9%), and Fine and Applied Arts (70.9%). Lowest rates of successful course completion occurred in Mathematics (53.5%), Psychology (62.6%), and Social Services (62.7%).

**Source:** Chancellor's Office, Management Information Services



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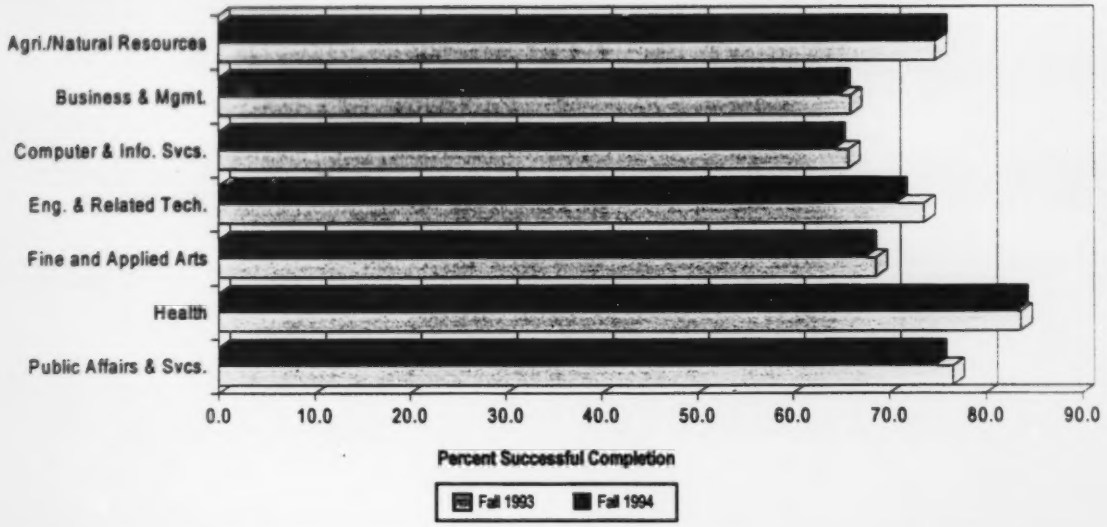
## 2.34
## Successful Course Completion in Credit Vocational Education Programs for Fall 1993 and Fall 1994

**Seven Largest Programs**




| Vocational Program | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Successful | Attempted | % Successful | Successful | Attempted | % Successful |
| Agri./Natural Resources | 16,008 | 21,401 | 74.8 | 15,654 | 20,893 | 74.9 |
| Architect | 6,289 | 8,664 | 72.6 | 5,832 | 8,247 | 70.7 |
| Business & Mgmt. | 170,012 | 257,556 | 66.0 | 159,518 | 246,066 | 64.8 |
| Commercial Services | 13,482 | 17,075 | 79.0 | 12,974 | 16,990 | 76.4 |
| Communications | 10,790 | 15,457 | 69.8 | 11,356 | 16,599 | 68.4 |
| Computer & Info. Svcs. | 71,640 | 108,884 | 65.8 | 73,520 | 114,344 | 64.3 |
| Cons. Ed. & Home Eco. | 48,806 | 66,928 | 72.9 | 50,766 | 71,087 | 71.4 |
| Education | 3,036 | 4,261 | 71.3 | 3,218 | 4,494 | 71.6 |
| Eng. & Related Tech. | 84,239 | 114,466 | 73.6 | 78,244 | 110,649 | 70.7 |
| Fine and Applied Arts | 16,834 | 24,539 | 68.6 | 15,979 | 23,670 | 67.5 |
| Health | 66,376 | 79,409 | 83.6 | 65,135 | 78,289 | 83.2 |
| Interdisciplinary Studies | 694 | 1,509 | 46.0 | 3,732 | 5,567 | 67.0 |
| Law | 8,692 | 11,593 | 75.0 | 8,022 | 11,225 | 71.5 |
| Library Science | 511 | 677 | 75.5 | 342 | 473 | 72.3 |
| Physical Sciences | 351 | 543 | 64.6 | 266 | 414 | 64.3 |
| Public Affairs & Svcs. | 97,913 | 127,757 | 76.6 | 100,423 | 134,199 | 74.8 |
| Total | 615,673 | 860,719 | 71.5 | 604,981 | 863,206 | 70.1 |

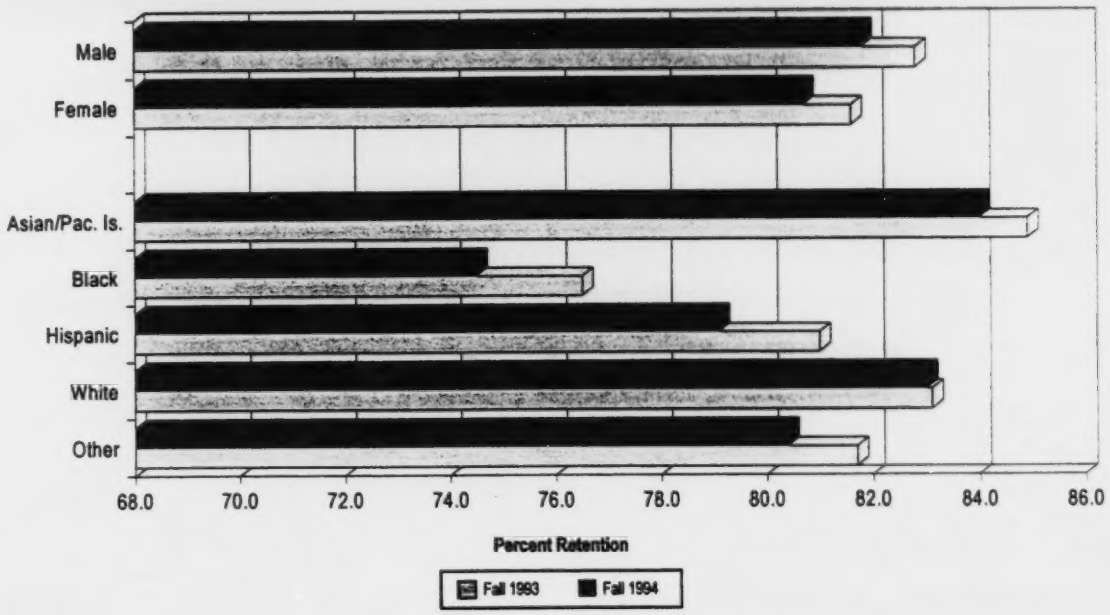
**Definition of Measure:** The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW. Treated as unknown (excluded) are course enrollments with letter grades RD, UD, UG, and XX. (See Measure 2.20 for definitions.)

**Uses of Measure:** Successful course completion is an indicator of student academic performance. This measure can be broken out for different categories of students and curricular areas.

**Analysis:** Vocational education programs having the highest successful course completion rate in Fall 1994 include Health (83.2%), Commercial Services (76.4%), and Agriculture and Natural Resources (74.9%). Lowest success rates occurred for Physical Sciences (64.3%) and Interdisciplinary Studies (67.0%). There was a slight decline in successful course completions, from 71.5 percent in Fall 1993 to 70.1 percent in Fall 1994.

**Source:** Chancellor's Office, Management Information Services

## 2.11
## Course Retention in Credit Classes by Gender and Race/Ethnicity for Fall 1993 and Fall 1994




| Category | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Retained | Attempted | % Retention | Retained | Attempted | % Retention |
| Male | 1,385,828 | 1,673,821 | 82.8 | 1,389,075 | 1,697,268 | 81.8 |
| Female | 1,149,542 | 1,408,324 | 81.6 | 1,133,951 | 1,404,943 | 80.7 |
| Unknown | 4,688 | 5,496 | 85.3 | 4,315 | 5,155 | 83.7 |
| | | | | | | |
| Asian/Pacific Islander | 347,805 | 409,575 | 84.9 | 361,575 | 430,378 | 84.0 |
| Black | 192,965 | 252,256 | 76.5 | 196,036 | 263,196 | 74.5 |
| Hispanic | 516,691 | 638,059 | 81.0 | 540,886 | 683,416 | 79.1 |
| White | 1,246,028 | 1,498,690 | 83.1 | 1,188,185 | 1,432,137 | 83.0 |
| Other | 164,205 | 201,085 | 81.7 | 165,345 | 205,556 | 80.4 |
| Unknown | 72,365 | 87,976 | 82.3 | 75,315 | 92,683 | 81.3 |
| Total | 2,540,059 | 3,087,641 | 82.3 | 2,527,342 | 3,107,366 | 81.3 |

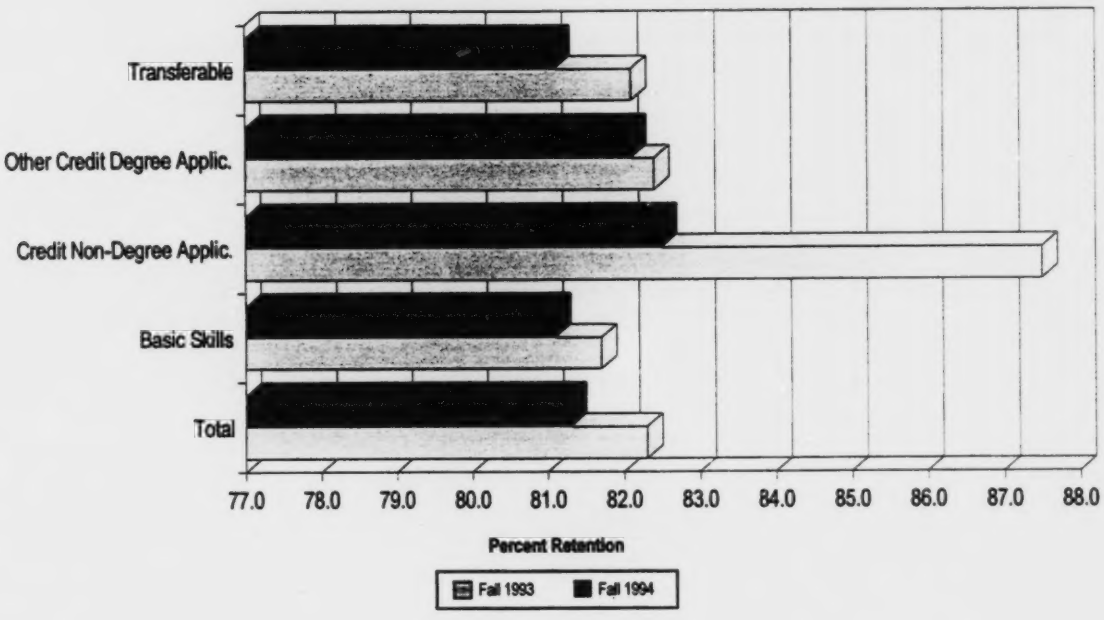
**Definition of Measure:** The course retention rate is the course enrollment receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F, or I out of the total attempted course enrollment. Another way of defining the retention rate is the initial course enrollment that remains enrolled at the end of the course.

**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructional material and the way it is presented, the ability of students to master the course materials, the ability of students to receive passing grades on assignments and pre-final examinations, and the absence of personal problems which interfere with college attendance. The retention rate can be broken out by different categories of students and curricular areas.

**Analysis:** In Fall 1994, the female course retention rate was 81.8 percent, slightly higher than for males at 80.7 percent. Among race/ethnic groups, the retention rate was highest for Asians/Pacific Islanders (84.0%) and Whites (83.0%). Blacks and Hispanics had lower retention rates at 74.5 percent and 79.1 percent, respectively.

**Source:** Chancellor's Office, Management Information Services

## 2.12
## Course Retention in Credit Classes by Course Type for Fall 1993 and Fall 1994




| Course Type | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Retained | Attempted | % Retention | Retained | Attempted | % Retention |
| Transferable | 1,905,130 | 2,320,204 | 82.1 | 1,822,359 | 2,246,263 | 81.1 |
| Other Credit Degree Applicable | 382,141 | 463,655 | 82.4 | 401,657 | 489,364 | 82.1 |
| Credit Non-Degree Applicable | 69,457 | 79,343 | 87.5 | 112,076 | 135,819 | 82.5 |
| Basic Skills | 183,330 | 224,439 | 81.7 | 191,249 | 235,920 | 81.1 |
| Total | 2,540,058 | 3,087,641 | 82.3 | 2,527,341 | 3,107,366 | 81.3 |

**Definition of Measure:** The course retention rate is the course enrollment receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F, or I out of the total course enrollment attempting the course. Another way of defining the retention rate is the initial course enrollment attempted that remains enrolled at the end of the course.

**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructional material and the way it is presented, the ability of students to master the course materials, the ability of students to receive passing grades on assignments and pre-final examinations, and the absence of personal problems which interfere with college attendance. The retention rate can be broken out by different categories of students and curricular areas.

**Analysis:** In Fall 1994, there was very little variation in the retention rate for course type, with a high of 82.5 percent for Credit Non-Degree Applicable classes and 81.1 percent for Basic Skills and Transferable classes.

**Source:** Chancellor's Office, Management Information Services

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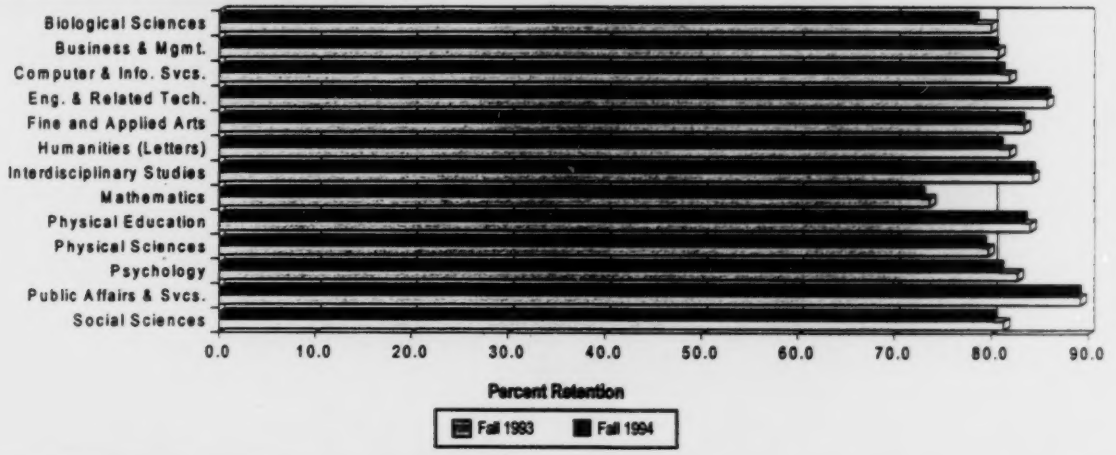
## 2.13
## Course Retention in Credit Classes by Academic Discipline for Fall 1993 and Fall 1994

### Thirteen Largest Academic Disciplines




| Discipline | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Retained | Attempted | % Retention | Retained | Attempted | % Retention |
| Agriculture/Natural Resources | 18,693 | 21,511 | 86.9 | 18,513 | 21,165 | 87.5 |
| Arch., Law, Library | 21,445 | 25,331 | 84.7 | 21,143 | 25,451 | 83.1 |
| Biological Sciences | 79,481 | 99,310 | 80.0 | 79,216 | 100,531 | 78.1 |
| Business and Management | 209,569 | 259,351 | 80.8 | 198,599 | 248,054 | 80.1 |
| Commercial Services | 15,258 | 17,197 | 88.7 | 14,865 | 17,098 | 86.9 |
| Communications | 17,229 | 20,474 | 84.2 | 17,039 | 20,715 | 82.3 |
| Computer & Info. Svcs. | 91,532 | 111,814 | 81.9 | 93,880 | 116,134 | 80.8 |
| Cons. Ed. & Home Economics | 60,441 | 70,909 | 85.2 | 63,173 | 75,095 | 84.1 |
| Eng. & Related Technologies | 103,313 | 120,344 | 85.8 | 99,678 | 116,577 | 85.5 |
| Fine and Applied Arts | 194,676 | 233,349 | 83.4 | 194,933 | 235,288 | 82.8 |
| Foreign Language | 70,258 | 87,992 | 79.8 | 67,498 | 85,707 | 78.8 |
| Health | 75,183 | 82,111 | 91.6 | 74,178 | 81,339 | 91.2 |
| Humanities (Letters) | 332,537 | 406,170 | 81.9 | 331,570 | 411,621 | 80.6 |
| Interdisciplinary Studies | 212,160 | 251,599 | 84.3 | 223,370 | 266,342 | 83.9 |
| Mathematics | 196,115 | 266,260 | 73.7 | 193,800 | 266,946 | 72.6 |
| Physical Education | 249,292 | 296,786 | 84.0 | 240,041 | 288,920 | 83.1 |
| Physical Sciences | 88,955 | 111,547 | 79.7 | 91,820 | 116,431 | 78.9 |
| Psychology | 99,598 | 120,450 | 82.7 | 96,388 | 119,508 | 80.7 |
| Public Affairs and Services | 116,986 | 131,217 | 89.2 | 122,293 | 137,926 | 88.7 |
| Social Sciences | 285,734 | 351,644 | 81.3 | 284,289 | 355,268 | 80.0 |
| Unknown | 1,603 | 2,075 | 77.3 | 1,055 | 1,250 | 84.4 |
| **Total** | **2,540,058** | **3,087,641** | **82.3** | **2,527,341** | **3,107,366** | **81.3** |

**Definition of Measure:** The course retention rate is the course enrollment receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F, or I out of the total course enrollment attempting the course. Another way of defining the retention rate is the initial course enrollment attempted that remains enrolled at the end of the course.

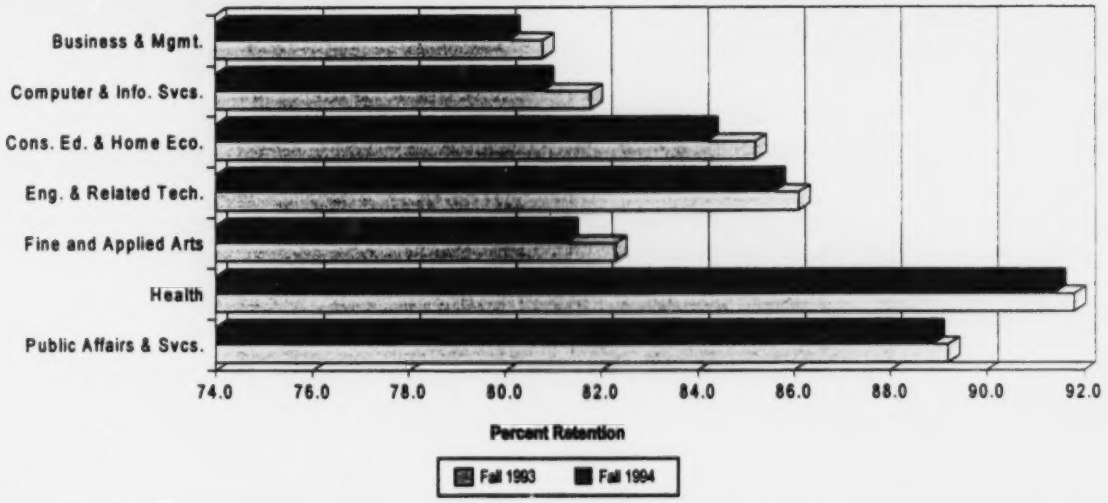
**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructional material and the way it is presented, the ability of students to master the course materials, the ability of students to receive passing grades on assignments and pre-final examinations, and the absence of personal problems which interfere with college attendance. The retention rate can be broken out by different categories of students and curricular areas.

**Analysis:** The Fall 1994, course retention rate for different academic disciplines varies from a high of 91.2 percent in Health to a low of 72.6 percent in Mathematics. Academic disciplines with high retention rates include Health (91.2%), Agriculture/Natural Resources (87.5%), Commercial Services (86.9%), and Engineering and Related Technologies (85.5%). Lowest retention rates occurred for Mathematics (72.6%), Biological Sciences (78.8%), Foreign Languages (78.8%), and Physical Education (78.9%).

**Source:** Chancellor's Office, Management Information Services

## 2.41
## Course Retention in Credit Vocational Education Programs for Fall 1993 and Fall 1994

**Seven Largest Programs**




| Vocational Program | Fall 1993 | | | Fall 1994 | | |
|---|---|---|---|---|---|---|
| | Retained | Attempted | % Retention | Retained | Attempted | % Retention |
| Agriculture/Natural Resources | 18,595 | 21,401 | 86.9 | 18,272 | 20,893 | 87.5 |
| Arch., Law, Library | 7,242 | 8,664 | 83.6 | 6,869 | 8,247 | 83.3 |
| Business and Management | 208,101 | 257,556 | 80.8 | 196,977 | 246,066 | 80.1 |
| Commercial Services | 15,145 | 17,075 | 88.7 | 14,772 | 16,990 | 86.9 |
| Communications | 12,999 | 15,457 | 84.1 | 13,645 | 16,599 | 82.2 |
| Computer & Info. Svcs. | 89,110 | 108,884 | 81.8 | 92,437 | 114,344 | 80.8 |
| Cons. Ed. & Home Economics | 57,053 | 66,928 | 85.2 | 59,852 | 71,087 | 84.2 |
| Education | 3,539 | 4,261 | 83.1 | 3,745 | 4,494 | 83.3 |
| Eng. & Related Technologies | 98,513 | 114,466 | 86.1 | 94,768 | 110,649 | 85.6 |
| Fine and Applied Arts | 20,204 | 24,539 | 82.3 | 19,242 | 23,670 | 81.3 |
| Health | 72,913 | 79,409 | 91.8 | 71,579 | 78,289 | 91.4 |
| Interdisciplinary Studies | 879 | 1,509 | 58.3 | 4,197 | 5,567 | 75.4 |
| Law | 9,956 | 11,593 | 85.9 | 9,365 | 11,225 | 83.4 |
| Library Science | 566 | 677 | 83.6 | 368 | 473 | 77.8 |
| Physical Sciences | 429 | 543 | 79.0 | 312 | 414 | 75.4 |
| Public Affairs and Services | 114,015 | 127,757 | 89.2 | 119,053 | 134,199 | 88.9 |
| Total | 729,259 | 860,719 | 84.7 | 725,453 | 863,206 | 84.0 |

**Definition of Measure:** The course retention rate is the course enrollment receiving an end-of-term official letter grade of A, B, C, D, CR, NC, F, or I out of the total course enrollment attempting the course. Another way of defining the retention rate is the initial course enrollment attempted that remains enrolled at the end of the course.

**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students. A high retention rate may reflect, among other factors, a high level of student satisfaction with the instructional material and the way it is presented, the ability of students to master the course materials, the ability of students to receive passing grades on assignments and pre-final examinations, and the absence of personal problems which interfere with college attendance. The retention rate can be broken out by different categories of students and curricular areas.

**Analysis:** In Fall 1994, the highest retention rates for credit vocational education programs were attained by Health (91.4%), Public Affairs and Services (88.9%), and Agriculture and Natural Resources (87.5%). Lowest retention rates occurred in Physical Sciences (75.4%) and Interdisciplinary Studies (75.4%). There was a slight decline in the retention rate from 84.7 percent in Fall 1993, to 84.0 percent in Fall 1994.

**Source:** Chancellor's Office, Management Information Services

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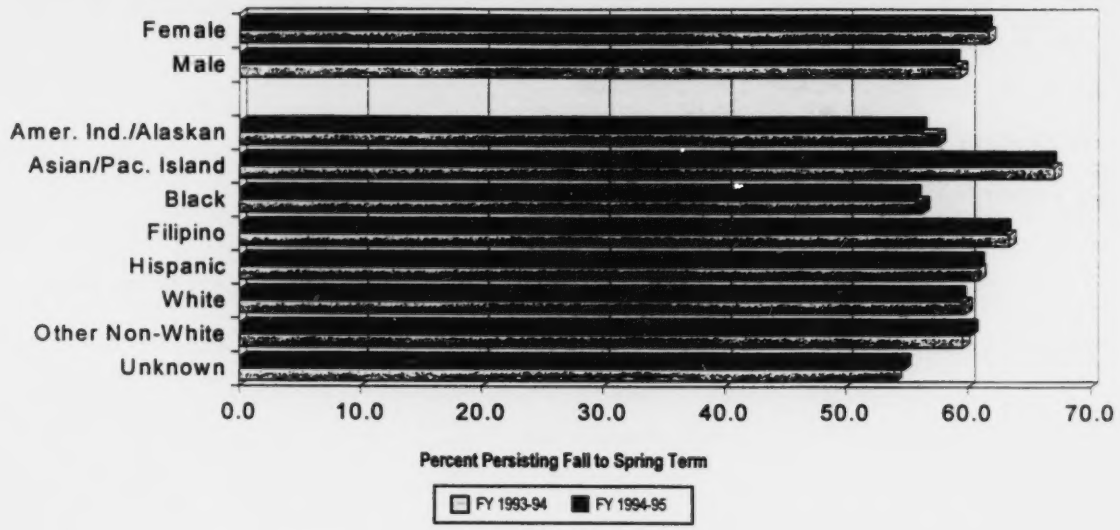
## 2.5I
## Persistence Rate of Students by Gender and Race/Ethnicity for Fiscal Year 1993-94 and Fiscal Year 1994-95




| Category | Enrolled Fall 1993 | Persisted Spring 1994 | | Enrolled Fall 1994 | Persisted Spring 1995 | |
|---|---|---|---|---|---|---|
| | Number | Number | Percent | Number | Number | Percent |
| Female | 764,496 | 471,745 | 61.7 | 754,488 | 463,317 | 61.4 |
| Male | 602,934 | 358,051 | 59.4 | 587,154 | 345,130 | 58.8 |
| Unknown | 9,135 | 3,593 | 39.3 | 17,158 | 9,017 | 52.6 |
| American Indian/Alaskan | 15,438 | 8,891 | 57.6 | 15,566 | 8,736 | 56.1 |
| Asian/Pacific Islander | 171,608 | 115,225 | 67.1 | 175,025 | 116,880 | 66.7 |
| Black | 101,548 | 57,167 | 56.3 | 102,824 | 57,192 | 55.6 |
| Filipino | 45,678 | 28,966 | 63.4 | 45,420 | 28,611 | 63.0 |
| Hispanic | 290,663 | 176,971 | 60.9 | 295,630 | 179,876 | 60.8 |
| White | 670,943 | 401,468 | 59.8 | 633,207 | 375,193 | 59.3 |
| Other Non-White | 20,550 | 12,248 | 59.6 | 20,375 | 12,280 | 60.3 |
| Unknown | 601,137 | 32,453 | 54.0 | 70,653 | 38,696 | 54.8 |
| **Total** | **1,376,565** | **833,389** | **60.5** | **1,358,800** | **817,464** | **60.2** |

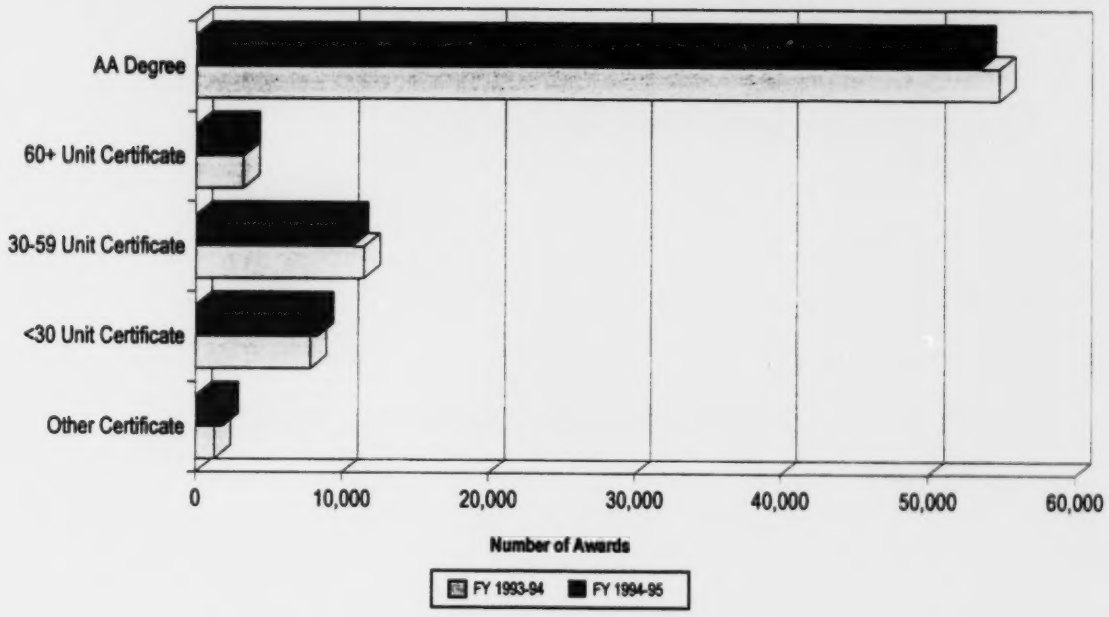
**Definition of Measure:** A student persists from the Fall term to the Spring term if he/she is enrolled in at least one course during each term and receives a letter grade notation of A, B, C, D, F, CR, NC, W, or I upon completion of the course. The persistence rate is computed as the headcount enrollment persisting in the Spring term, divided by total headcount enrollment during the preceding Fall term.

**Use of Measure:** Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) towards the completion of an educational goal or training objective.

**Analysis:** Female students have a persistence rate of 61.4 percent compared to 58.8 percent for males. Asian/Pacific Islanders have the highest persistence rate of all ethnic groups at 66.7 percent, followed by Filipinos at 63.0 percent. Lowest persistence rate occurred among American Indians/Alaskan natives at 56.1 percent and Blacks at 55.6 percent . The overall persistence rate declined by 0.3 points in 1994-95 to a level of 60.2 percent.

**Source:** Chancellor's Office, Management Information Services

## 2.6f
## Number of Associate Degrees and Certificates Awarded for Fiscal Year 1993-94 and Fiscal Year 1994-95




| Type | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| AA Degree | 54,774 | 69.6 | 53,465 | 68.9 | -1,309 | -2.4 |
| 60+ Unit Certificate | 3,249 | 4.1 | 3,290 | 4.2 | 41 | 1.3 |
| 30-59 Unit Certificate | 11,499 | 14.6 | 10,719 | 13.8 | -780 | -6.8 |
| <30 Unit Certificate | 7,843 | 10.0 | 8,349 | 10.7 | 506 | 6.5 |
| Other Certificate | 1,299 | 1.7 | 1,858 | 2.4 | 559 | 43.0 |
| Total | 78,664 | 100.0 | 77,681 | 100.0 | -983 | -1.2 |

**Definition of Measure:** This measure shows the total degrees and certificates awarded during two academic years. Type of certificate indicates the credit units needed to earn the certificate.

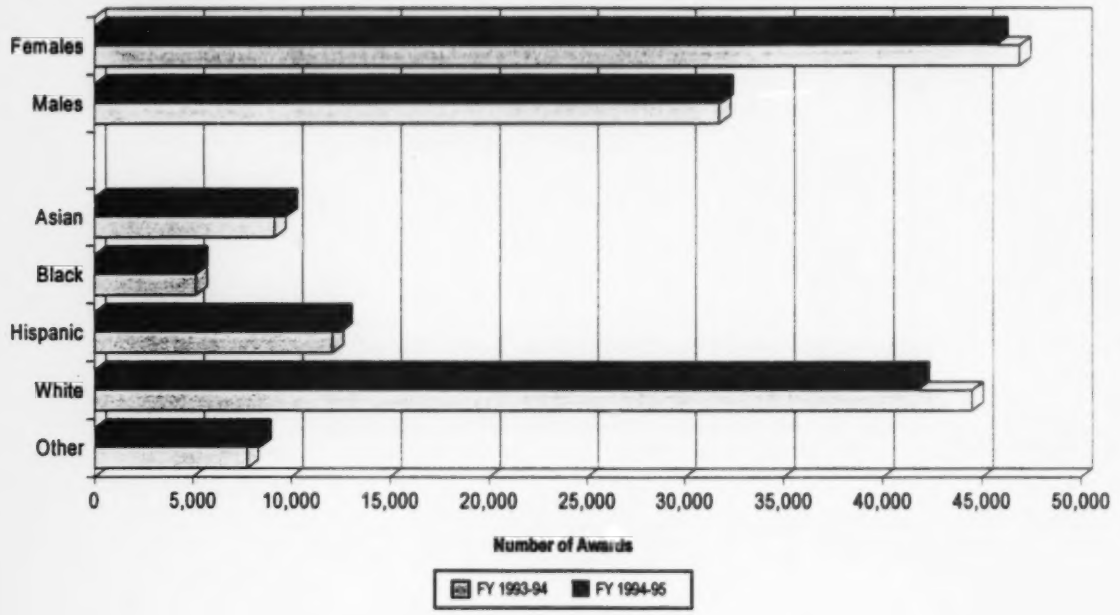
**Use of Measure:** An award represents a completed educational goal for students and an achieved product for the institution.

**Analysis:** The number of AA/AS degrees awarded in Fiscal Year 1994-95 dropped by 1,309 (2.4%) to a total of 53,465. The number of certificates awarded remained unchanged; however, there was a slight shift toward certificates which required fewer credit units.

**Source:** Chancellor's Office, Management Information Services

## 2.62
## Number of Degrees and Certificates Awarded by Gender and Race Ethnicity for Fiscal Year 1993-94 and Fiscal Year 1994-95

**Eight Largest Disciplines**




| Category | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Females | 46,909 | 59.6 | 45,783 | 58.9 | -1,126 | -2.4 |
| Males | 31,755 | 40.4 | 31,898 | 41.0 | 143 | 0.5 |
| Asian | 9,159 | 11.6 | 9,754 | 12.6 | 595 | 6.4 |
| Black | 5,171 | 6.6 | 5,203 | 6.7 | 32 | 0.6 |
| Hispanic | 12,083 | 15.4 | 12,532 | 16.1 | 449 | 3.7 |
| White | 44,498 | 56.6 | 41,770 | 53.8 | -2,728 | -6.1 |
| Other | 7,753 | 9.8 | 8,422 | 10.8 | 669 | 8.6 |
| Total | 78,664 | 100.0 | 77,681 | 100.0 | -983 | -1.2 |

**Definition of Measure:** This measure shows the combined total of degrees and certificates awarded by gender and race/ethnicity for two academic years.

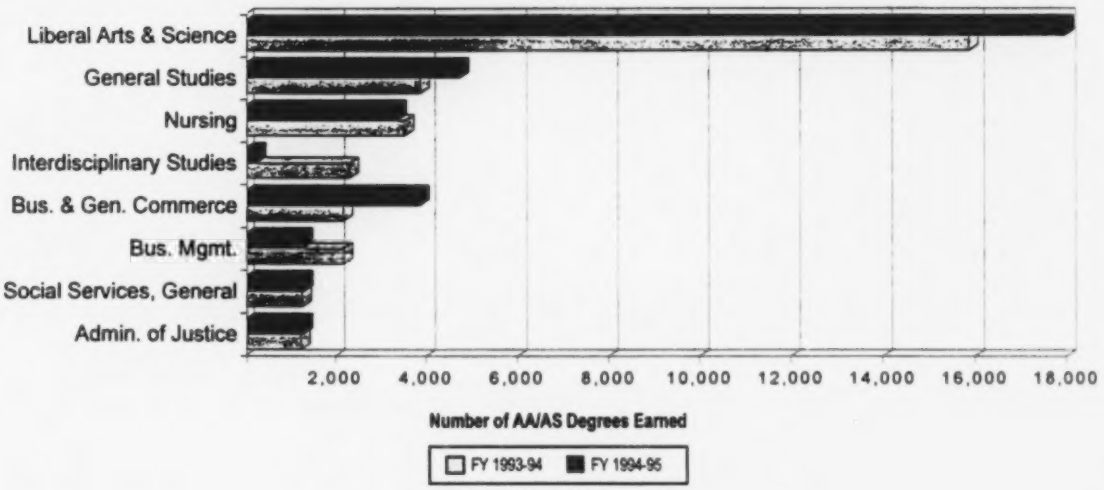
**Uses of Measure:** This measure illustrates changes in awards earned by gender and race/ethnicity categories of students. Awards represent a completed goal for a student and a performance outcome by an institution.

**Analysis:** The number of awards earned by women declined by 1,126 (2.4%); however, women continue to earn nearly 59 percent of all degrees and certificates awarded. All minority students showed increases in total awards earned. White students, as a group, earned nearly 54 percent of all awards in Fiscal Year 1994-95.

**Source:** Chancellor's Office, *Annual Report on Degrees and Certificates Awarded, 1993-94, 1994-95*

## 2.63
## Number of Associate of Arts Science Degrees Earned in the Eight Largest Disciplines Pursued by Students in Fiscal Year 1993-94 and Fiscal Year 1994-95

**Eight Largest Disciplines**




| Discipline | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Liberal Arts & Science | 15,873 | 29.0 | 17,972 | 33.6 | 2,089 | 13.2 |
| General Studies | 3,879 | 7.1 | 4,751 | 8.9 | 872 | 22.5 |
| Nursing | 3,533 | 6.4 | 3,371 | 6.3 | -162 | -4.6 |
| Interdisciplinary Studies | 2,310 | 4.2 | 267 | 0.5 | -2,310 | -88.4 |
| Bus. & Gen. Commerce | 2,178 | 4.0 | 3,877 | 7.3 | 1,699 | 78.0 |
| Bus. Mgmt. | 2,178 | 4.0 | 1,306 | 2.4 | -872 | 40.0 |
| Social Services, General | 1,272 | 2.3 | 1,316 | 2.5 | 44 | 3.5 |
| Admin. of Justice | 1,248 | 2.3 | 1,304 | 2.4 | 56 | 4.5 |
| All Other | 22,303 | 40.7 | 19,301 | 36.1 | -3,002 | -13.5 |
| **Total** | **54,774** | **100.0** | **53,465** | **100.0** | **1,309** | **-2.3** |

**Definition of Measure:** This measure shows number of AA/AS degrees earned in the largest eight discipline areas. Disciplines were aggregated on the basis of the first four digits of the Taxonomy of Occupational Programs (TOP) code.

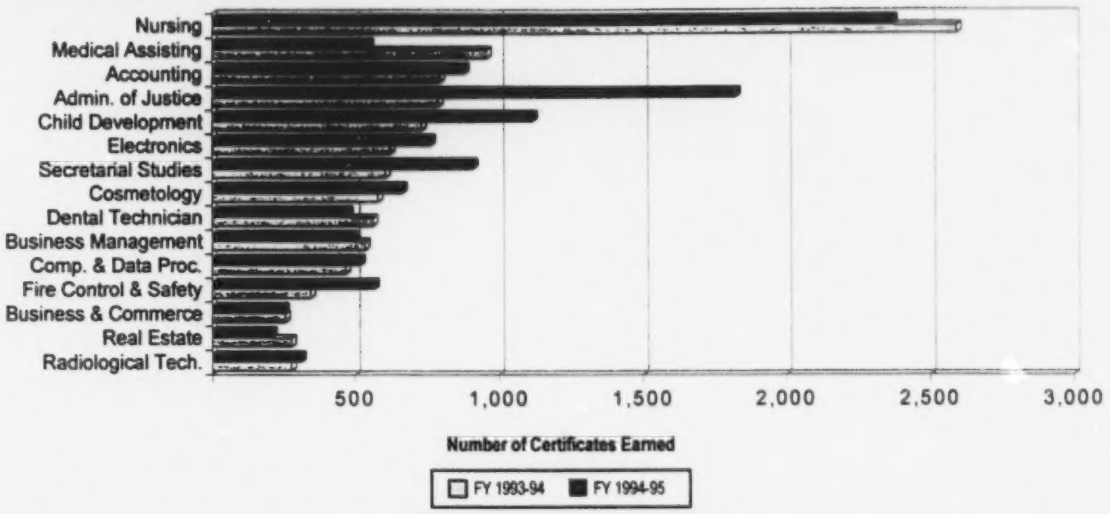
**Uses of Measure:** This measure reflects changes in student choices of academic disciplines.

**Analysis:** The data show some changes in degrees awarded by discipline, largely attributable to two reporting problems. First, Fiscal Year 1994-95 was the first year of implementation of a revised Taxonomy of Occupational Programs code. Second, colleges stopped arbitrarily assigning AA/AS awardees to the "Interdisciplinary Studies" code. Because of these changes in reporting, a complete assessment of awards by discipline is not possible.

**Source:** Chancellor's Office, *Annual Report on Degrees and Certificates Awarded, 1993-94, 1994-95*

## 2.64
## Number of Certificates Earned in the Fifteen Largest Occupational Areas Pursued by Students in Fiscal Year 1993-94 and Fiscal Year 1994-95

**Fifteen Largest Occupations**




| Occupational Area | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Nursing | 2,592 | 10.9 | 2,371 | 9.9 | -221 | -8.5 |
| Medical Assisting | 957 | 4.0 | 549 | 2.3 | -408 | -42.6 |
| Accounting | 794 | 3.3 | 880 | 3.6 | 860 | 10.8 |
| Admin. of Justice | 789 | 3.3 | 1,825 | 7.5 | 1,036 | 131.3 |
| Child Development | 731 | 3.1 | 1,119 | 4.6 | 388 | 53.1 |
| Electronics | 622 | 2.6 | 763 | 3.2 | 141 | 22.7 |
| Secretarial Studies | 605 | 2.5 | 910 | 3.8 | 305 | 50.4 |
| Cosmetology | 580 | 2.4 | 666 | 2.8 | 86 | 14.8 |
| Dental Technician | 562 | 2.3 | 477 | 2.0 | -85 | 15.1 |
| Business Management | 535 | 2.2 | 495 | 2.0 | -40 | -7.5 |
| Comp. & Data Proc. | 468 | 2.0 | 520 | 2.1 | 52 | 11.1 |
| Fire Control & Safety | 346 | 1.4 | 567 | 2.3 | 221 | 63.4 |
| Business & Commerce | 257 | 1.1 | 253 | 1.1 | -3 | -1.6 |
| Real Estate | 278 | 1.2 | 211 | 0.9 | -67 | -24.1 |
| Radiological Tech. | 278 | 1.2 | 313 | 1.3 | 35 | 12.5 |

**Definition of Measure:** This measure shows the number of certificates earned in fifteen occupational areas most frequently pursued by students. Disciplines were aggregated on the basis of the first four digits of the Taxonomy of Occupational Programs (TOP) code.

**Uses of Measure:** This measure reflects changes in occupational areas for certificate-completers pursuing new careers, job training, and retraining.

**Analysis:** Completers of training for new careers, upgrade, and retraining most often completed certificates in Nursing, Administration of Justice, Accounting, Child Development, Secretarial Studies, Cosmetology, and Electronics. Some occupational areas showed extreme changes over the prior year because of a revision of the Taxonomy of Occupational Programs code.

**Source:** Chancellor's Office, *Annual Report on Degrees and Certificates Awarded, 1993-94, 1994-95*

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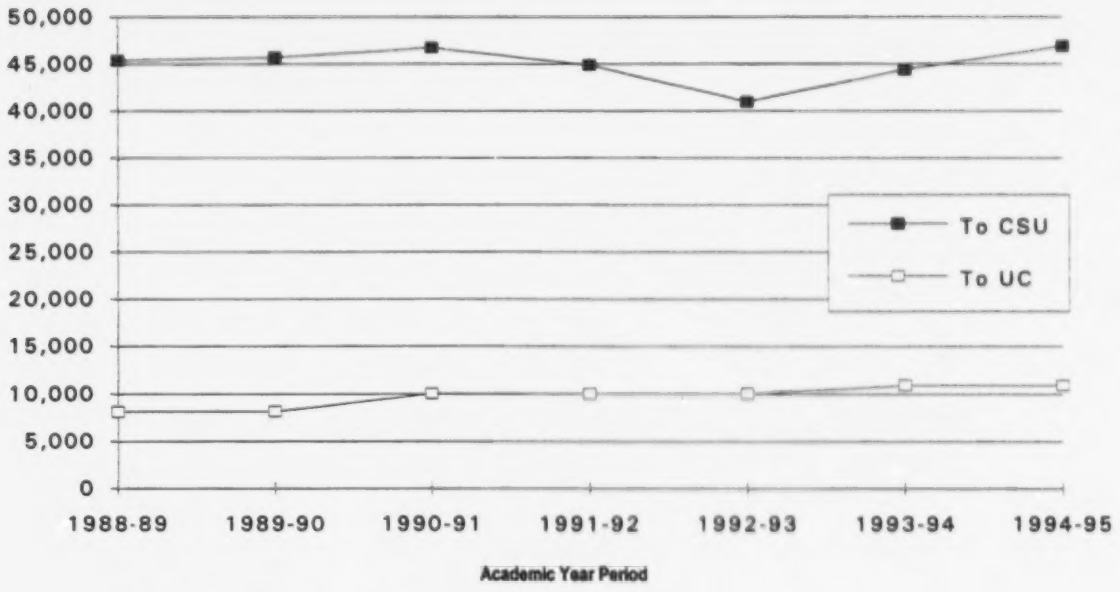
## 2.7
## Full-Year Transfers From the California Community Colleges to the California State University and the University of California, 1988-89 to Present




| Year | To CSU | | To UC | |
|---|---|---|---|---|
| | Number | Percent Change | Number | Percent Change |
| 1988-89 | 45,402 | 1.6 | 8,145 | 5.6 |
| 1989-90 | 45,724 | 0.7 | 8,164 | 0.2 |
| 1990-91 | 46,768 | 2.3 | 10,032 | 22.9 |
| 1991-92 | 44,900 | -4.0 | 9,972 | -0.6 |
| 1992-93 | 40,980 | -8.7 | 9,993 | 0.2 |
| 1993-94 | 44,420 | 8.4 | 10,940 | 10.9 |
| 1994-95 | 46,912 | 5.6 | 10,929 | -0.1 |

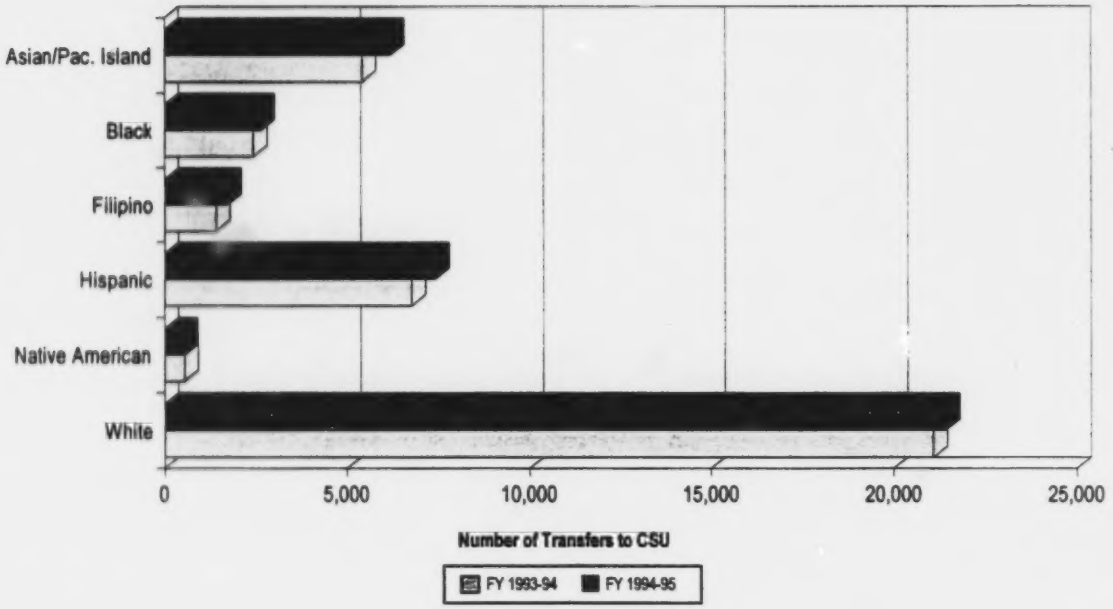
**Definition of Measure:** This measure shows the sum of transfers from any California community college to any of the CSU or UC campuses during the academic year.

**Uses of Measure:** This measure indicates the success of community colleges in preparing transfers who become enrolled at CSU and UC, in combination with University admittance and enrollment practices.

**Analysis:** Transfers to CSU increased for the second consecutive year and are now slightly above the 1990-91 level. The impact of budget constraints, due to California's economic recession, is reflected in the CSU's enrollment of transfer students in 1992-93. Transfers to UC in 1993-94 showed their greatest increase since 1990-91 and a subsequent leveling off during the state's recessionary period. UC transfers remained constant in 1994-95. Transfer numbers are influenced by a variety of factors generated by both the community college and University systems, as well as statewide economic and demographic trends.

**Source:** California Postsecondary Education Commission, *Student Profiles, 1995*

## 2.7.2
## Racial Ethnic Distribution of Transfers from California Community Colleges to the California State University, Full Year 1993-94 and 1994-95




| Race/Ethnicity | 1993-94 | | 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Asian/Pacific Islander | 5,427 | 14.4 | 6,212 | 15.5 | 785 | 14.5 |
| Black | 2,441 | 6.5 | 2,654 | 6.6 | 213 | 8.7 |
| Filipino | 1,431 | 3.8 | 1,739 | 4.3 | 308 | 21.5 |
| Hispanic | 6,780 | 19.0 | 7,437 | 18.7 | 657 | 9.7 |
| Native American | 554 | 1.5 | 539 | 1.3 | -15 | -2.7 |
| White | 21,068 | 55.8 | 21,402 | 53.5 | 334 | 1.6 |
| **Known Ethnic Total** | **37,701** | **100.0** | **39,983** | **100.0** | **2,282** | **6.1** |
| Non-Resident Alien | 1,473 | — | 1,601 | — | 128 | 8.7 |
| No Response | 5,246 | — | 5,328 | — | 82 | 1.6 |
| **Total** | **44,420** | — | **46,912** | — | **2,492** | **5.6** |

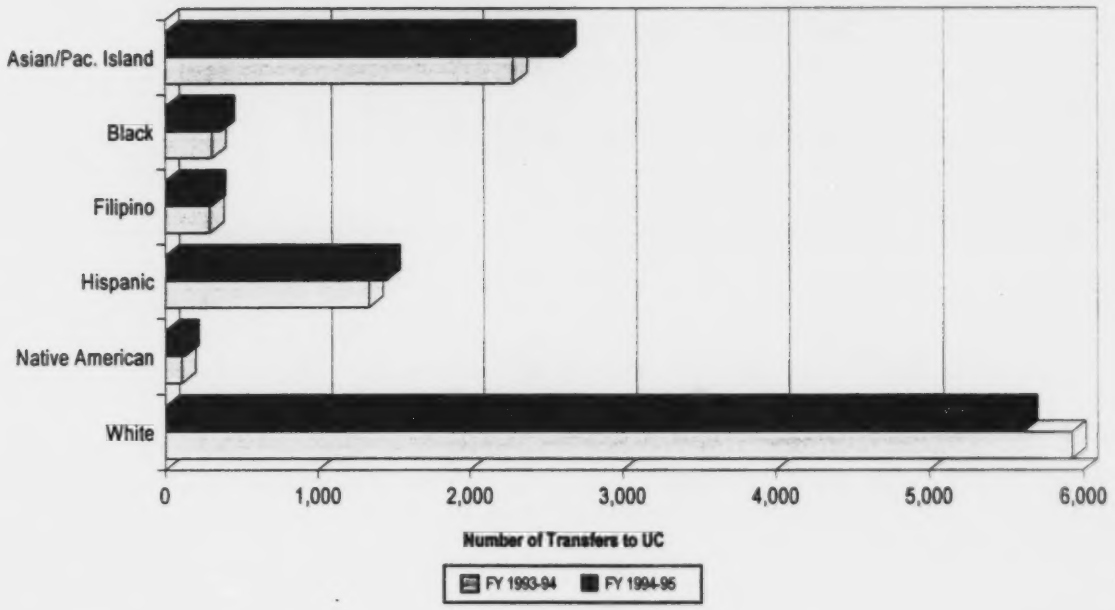
**Definition of Measure:** This measure shows the number, percent, and percent change of total transfers from CCC to CSU by race/ethnicity.

**Uses of Measure:** This measure shows the racial/ethnic composition of community college transfers to CSU for the academic years 1993-94 and 1994-95.

**Analysis:** Transfers from CCC to CSU increased in 1994-95 by 2,492 (5.6%). All racial/ethnic categories of transfers, except Native Americans, showed increases, with highest proportionate increases among Filipino (21.5%) and Asian/Pacific Islanders (14.5%). The smallest increases occurred for White transfers (1.6%). The total number of transfers to the CSU have remained fairly constant over the past ten years, averaging about 45,000 per year.

**Source:** California Postsecondary Education Commission, *Student Profiles, 1995*

## 2.13
## Racial Ethnic Distribution of Transfers from California Community Colleges to the University of California, Full Year 1993-94 and 1994-95




| Race/Ethnicity | 1993-94 | | 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Asian/Pac. Island | 2,287 | 22.3 | 2,610 | 24.9 | 323 | 14.1 |
| Black | 306 | 3.0 | 364 | 3.5 | 58 | 19.0 |
| Filipino | 291 | 2.8 | 306 | 2.9 | 15 | 5.2 |
| Hispanic | 1,335 | 13.0 | 1,452 | 13.9 | 117 | 8.8 |
| Native American | 107 | 1.1 | 129 | 1.2 | 22 | 20.6 |
| White | 5,927 | 57.8 | 5,614 | 53.6 | -313 | -5.3 |
| **Known Ethnic Total** | **10,253** | **100.0** | **10,475** | **100.0** | **222** | **2.2** |
| Non-Resident Alien | 0 | — | 0 | — | 0 | — |
| No Response | 687 | — | 454 | — | -233 | -33.9 |
| **Total** | **10,940** | — | **10,929** | — | **-11** | **-0.1** |

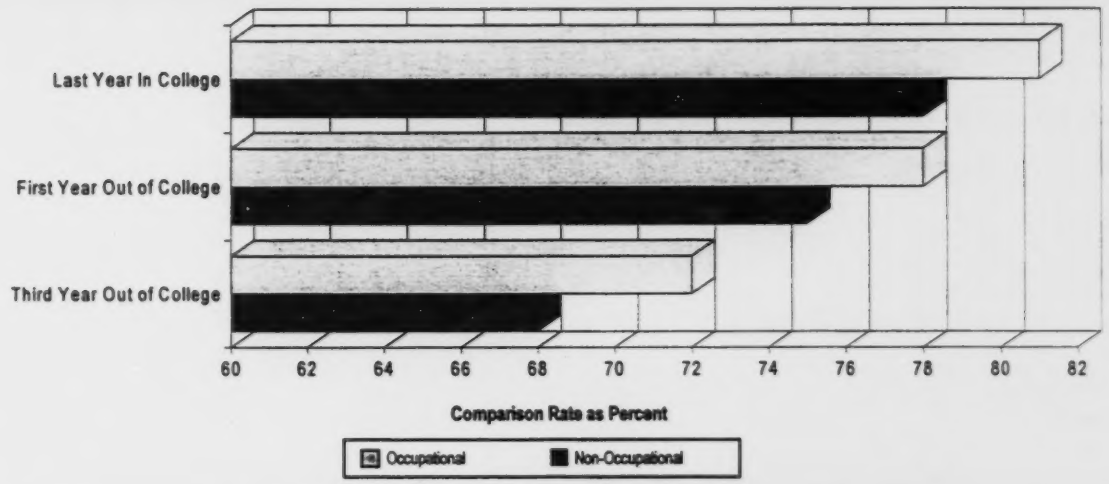
**Definition of Measure:** The number, percent, and percent change of total transfers from CCC to UC by race/ethnicity.

**Uses of Measure:** This measure shows the racial/ethnic composition of community college transfers to UC for the most recent academic years.

**Analysis:** The total number of CCC transfers to UC remained relatively constant between 1993-94 and 1994-95, decreasing by 0.1 percent. All racial categories of transfers showed some increases, except Whites, which declined by 313 (5.3%). In 1994-95, out of every four transfers from CCC to UC, two were White, one was Asian/Pacific Islander, and one from all other racial groups. The total number of transfers, while showing a steady increase over the past ten years, has begun to level off. Factors affecting this are thought to include the general state of the economy, where students are working more to make ends meet and taking fewer units per term, increased fees at the University, and University enrollment practices.

**Source:** California Postsecondary Education Commission, *Student Profiles, 1995*

## 2.81
## Percent of Exiters in Pilot Test for Whom UI Wage Record Data Were Available One and Three Years After Leaving College (Comparison Rate)




| Type of Completer | N | Comparison Rate (Percent) | | |
|---|---|---|---|---|
| | | Last Year in College | First Year Out of College | Third Year Out of College |
| Occupational | 27,613 | 81 | 78 | 72 |
| Non-Occupational | 145,922 | 78 | 75 | 68 |
| Total | 173,535 | 78 | 75 | 69 |

*The comparison rate is not equivalent to an employment rate and normally declines approximately 3 percent each year.

**Definition of Measure:** An exiter is a student who successfully completed (letter grade A, B, C, or CR) one or more classes, including a certificate or AA degree, and who did not re-enroll in any term at the college for at least one year after exiting. Individuals were classified as Occupational if they completed six or more units of SAM level A, B, C classes in the same four-digit occupational program TOP code during the last two years they attended the college. (See Measure 2.24 for a brief description of SAM code.) The Unemployment Insurance (UI) wage file maintained by the California Employment Development Department (EDD) contains a wage and employment record with a social security number which corresponds to the number for the student exiter. A comparison rate is the percent of all exiters who are positively matched. For purposes of the pilot test, exiters during the 1990-91 and 1991-92 academic years were grouped for analysis. The project tracked over a four-year period the post-college job placement rates and earnings of 173,535 exiters who were enrolled in a sample of 18 California community colleges.

**Uses of Measure:** Tracking students through official UI wage date records has been found to be an efficient and effective approach for assessing the employment and earning performance of job training program exiters. The Chancellor's Office is finalizing the testing and development of this system as part of the Carl D. Perkins Act reporting requirements for the 1995-96 period. The State Job Training Coordinating Council (SJTCC) is also developing a system based on the UI wage data for purposes of the "report card" requirements of SB 645 and SB 1417.

**Analysis:** The pilot project successfully identified between 68 and 81 percent of community college exiters with UI wage records. Common to findings in other states, the comparison rate progressively decreases about 3 percent each year because exiters leave the UI wage system for any of the following reasons: self-employment, unreported employment, the military, transfer to UC or CSU, leave the labor force, non-residents returning home, out-of-state employment, employment with the Federal government, or death. A major limitation of the UI wage system is the absence of data on weekly hours worked (i.e., full-time, part-time). The major strengths of the UI wage approach are cost-effectiveness (compared to mail or telephone follow-up surveys) and the improved validity of the earning data (compared to self-declared survey data). The student mail and telephone survey approach accounted for less than 20 percent, while the UI wage data comparison method accounts for 70 to 80 percent of exiters with employment history. EDD is in the process of identifying new sources of data to supplement the UI wage files, including sharing of data with states bordering California.

**Source:** Jack Friedlander, Using Wage Record Data to Track the Post-College Employment Rates and Wages of California Community College Students (Santa Barbara City College), February, 1996, page 7.

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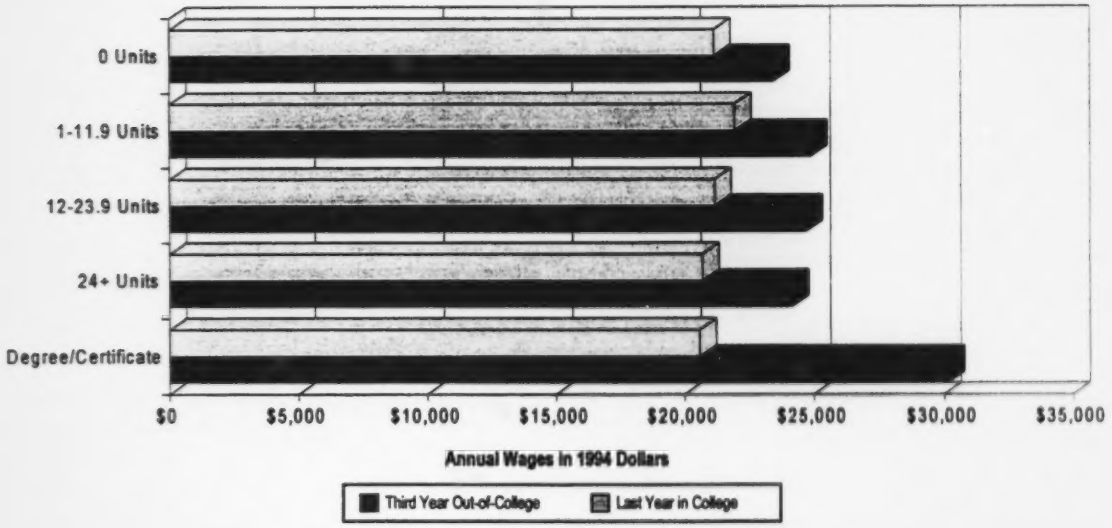
## 2.82
## Change in Earnings and Employment Rates from Last Year in College to Third Year After Leaving College for Occupational Education Students Under Age 25 Who Worked Four Quarters and Earned $12,875 or More in a Particular Year (Pilot Study)




| All Educational Attainment<br>Units Completed | N | Last Year in College | Third Year Out of College | Change | |
|---|---|---|---|---|---|
| | | | | Number | Percent |
| **0 Units** | 797 | | | | |
| Annual Wages | | $21,143 | $23,442 | $2,299 | 11 |
| Percent Employed* | | 47% | 66% | 19 | 40 |
| **1-11.9 Units** | 3,338 | | | | |
| Annual Wages | | $21,937 | $24,902 | $2,909 | 14 |
| Percent Employed* | | 51% | 72% | 21 | 41 |
| **12-23.9 Units** | 1,650 | | | | |
| Annual Wages | | $21,176 | $24,717 | $3,541 | 17 |
| Percent Employed* | | 50% | 75% | 25 | 50 |
| **24+ Units** | 2,657 | | | | |
| Annual Wages | | $20,694 | $24,176 | $3,482 | 17 |
| Percent Employed* | | 42% | 71% | 29 | 69 |
| **Degree/Certificate** | 525 | | | | |
| Annual Wages | | $20,581 | $30,158 | $9,577 | 47 |
| Percent Employed* | | 44% | 80% | 36 | 82 |

*Represents the percentage of former students who worked four quarters in that year and earned $12,875 or more.

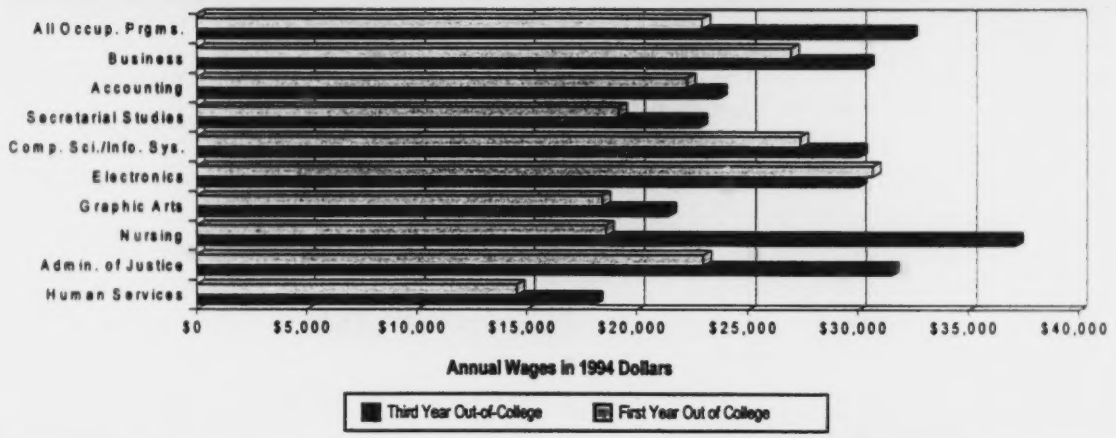
**Definition of Measure:** This measure compares the earning and employment achievements of exiters with different levels of occupational education attainment. The cohort subject to analysis is under age 25, worked all four quarters during the last year in college and the third year out of college, and earned at least $12,875 annually. Educational attainment represents units successfully completed in both occupational and nonoccupational classes. (Zero unit attainment includes noncredit students and students who withdrew from college without completing a course.) See Measure 2.81 for definition of occupational student and description of pilot study.

**Uses of Measure:** This measure illustrates one grouping of exiters for purposes of tracking annual wages and employment activity. Numerous other groupings are possible, for example, by age, gender, race/ethnicity, disability or socioeconomic status, program area, and discipline.

**Analysis:** Used here only for illustrative purposes, the pilot test data do show that increases in annual earnings and employment correlate positively with increases in educational attainment. Highest levels of earnings and employment occurred the third year out of college among students completing a degree or certificate.

**Source:** Jack Friedlander, Using Wage Record Data to Track the Post-College Employment Rates and Wages of California Community College Students (Santa Barbara City College) February 1996, page 14.

## 2.83
## Annual Wages and Employment Rates by Major Fields for All Occupational Students Who Earned an Associate Degree, Worked Four Quarters (In 1994 Dollars) Pilot Study




| Major Field | N | Last Year in College | Worked Four Quarters: First Year Out of College | Worked Four Quarters: Third Year Out of College | Change Percent |
|---|---|---|---|---|---|
| **All Occupational Programs** | 2,742 | | | | |
| Annual Wages | | $22,956 | $28,939 | $32,348 | 41% |
| Percent Employed 4 Quarters | | 73% | 78% | 78% | 7% |
| **Business** | 371 | | | | |
| Annual Wages | | $26,970 | $28,622 | $30,388 | 13% |
| Percent Employed 4 Quarters | | 77% | 79% | 75% | (-2%) |
| **Accounting** | 224 | | | | |
| Annual Wages | | $22,920 | $23,169 | $23,720 | 3% |
| Percent Employed 4 Quarters | | 67% | 68% | 75% | 12% |
| **Secretarial Studies** | 126 | | | | |
| Annual Wages | | $19,211 | $19,878 | $22,827 | 18% |
| Percent Employed 4 Quarters | | 61% | 65% | 75% | 24% |
| **Comp. Sci./Information Systems** | 113 | | | | |
| Annual Wages | | $27,383 | $25,970 | $30,079 | 10% |
| Percent Employed 4 Quarters | | 67% | 77% | 80% | 19% |
| **Electronics** | 454 | | | | |
| Annual Wages | | $30,685 | $25,974 | $30,054 | (-2%) |
| Percent Employed 4 Quarters | | 80% | 77% | 76% | (-5%) |
| **Graphic Arts** | 41 | | | | |
| Annual Wages | | $18,462 | $20,113 | $21,449 | 16% |
| Percent Employed 4 Quarters | | 59% | 53% | 65% | 10% |
| **Nursing** | 973 | | | | |
| Annual Wages | | $18,623 | $31,571 | $37,131 | 99% |
| Percent Employed 4 Quarters | | 77% | 90% | 87% | 13% |
| **Administration of Justice** | 218 | | | | |
| Annual Wages | | $22,994 | $27,449 | $31,517 | 37% |
| Percent Employed 4 Quarters | | 82% | 77% | 76% | 7% |
| **Human Services** | 200 | | | | |
| Annual Wages | | $14,544 | $16,029 | $18,121 | 25% |
| Percent Employed 4 Quarters | | 67% | 48% | 65% | (-3%) |

**Definition of Measure:** Refer to Measures 2.81 and 2.82 for definitions.

**Uses of Measure:** This measure illustrates an alternative grouping of occupational education exiters; specifically, those earning an AA degree in 1990-91 or 1991-92 in a major field of study.

**Analysis:** The pilot test showed that exiters who earned an AA degree increased their annual earnings between the last year in college and three years out of college by 41 percent. As expected, there was considerable variation in annual wages and comparison rates for the different major fields of study.

**Source:** Jack Friedlander, Using Wage Record Data to Track the Post-College Employment Rates and Wages of California Community College Students (Santa Barbara City College) February 1996, page 23.

# 3.0 Student Satisfaction

No measures are presented for student satisfaction because no data are now collected in this area. A plan developed in cooperation with the Research and Planning Group (RP) proposes to collect student satisfaction data concurrently with the *Student Expenditures and Resources Survey* (SEARS) on a periodic basis (perhaps once every three years). In place of the mail questionnaire traditionally used by SEARS, the RP proposal calls for a classroom administered survey. A scientific sample of approximately 40 to 50 classes would be selected at each college to ensure reliability and validity of the results for college level interpretation and use. A data processing contractor, such as SCANTRON, would be retained to scan and summarize the questionnaires, and store the data on electronic medium for use by Chancellor's Office and college staff. The strengths of this approach over the SEARS methodology is a high response rate, cost savings associated with no need for postage and telephone follow-up, and college-level statistical validity and use of the data. The problems to overcome in this approach would be obtaining voluntary cooperation of all colleges (and affected instructors) and securing roughly $165,000 for printing questionnaires and central electronic processing of the data.

Chancellor's Office staff have prepared a budget change proposal (BCP) to test this method for collecting student satisfaction and socio-economic information. Other proposals are welcomed and will be considered. Until such time that data are available, no measures will be reported for accountability purposes.

# 4.0 Staffing Composition

The gender and race/ethnic composition of community college instructional, administrative and support staff influences campus climate. College faculty and other staff working closely with students also serve as important role models, especially for underrepresented students. Non-White students, who for the first time in Fall 1994 represented the majority (51%) of all head-count enrollment, can more readily identify and be motivated by nonWhite community college staff.

Eight measures are presented as performance indicators under staffing composition. Seven of these measures relate to gender and race/ethnic composition for all staff and new hires grouped by assignment categories. The last performance measure relates to the use of full-time and part-time faculty for instruction.

Some findings for Fall 1994 staff composition are listed below:

- Full-time faculty
  All full-time faculty were 43% female and 21% nonWhite
  New hires were 54% female and 27% nonWhite

  For comparison
  Total headcount enrollment (CCC) was 56% female and 51% nonWhite
  (see Measure 1.13)
  Availability pool data show 38% female and 26% nonWhite

- Temporary faculty (part time)
  All part-time faculty were 48% female and 17% nonWhite
  New hires were 50% female and 17% nonWhite

- Professional (certificated noninstructional)
  All professional staff were 62% female and 40% nonWhite
  New hires were 66% female and 44% nonWhite

  For comparison
  Availability pool data show 49% female and 29% nonWhite

- Academic administrators (certificated)
  All academic administrators were 40% female and 31% nonWhite
  New hires were 50% female and 39% nonWhite

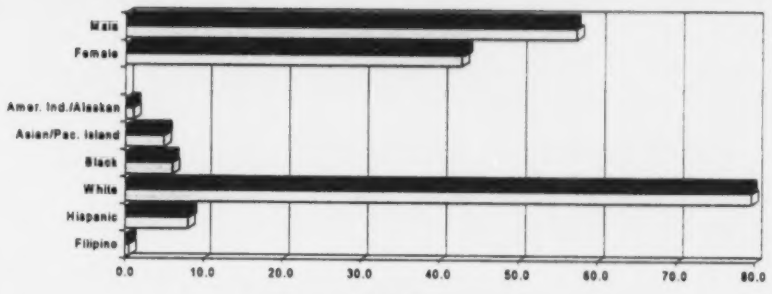
For comparison
Availability pool data show 53% female and 27% nonWhite

- Classified administrators
  Classified administrators were 44% female and 25% nonWhite
  New hires were 48% female and 20% nonWhite

- Other classified staff
  Nonadministrative classified staff were 61% female and 39% nonWhite
  New hires were 57% female and 45% nonWhite

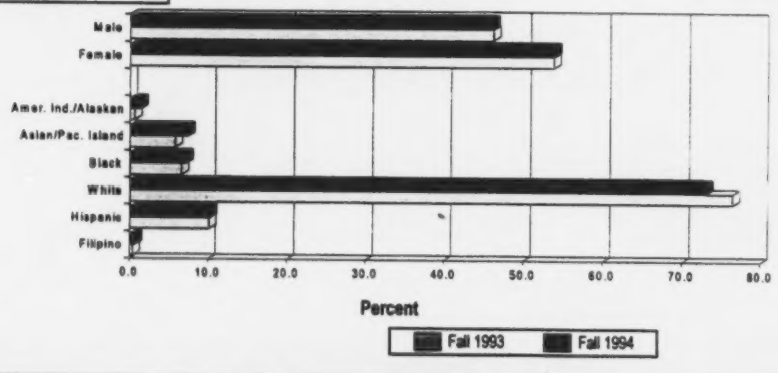
- Of the total hours of faculty scheduled instruction on regular assignment and overload (measured in weekly faculty contact hours or WFCH), 63% were taught by full-time faculty and 37% by part-time faculty.

## 4.11
## Gender and Race/Ethnicity Percentage Distribution for All Contract/Regular Faculty (Full-time) and New Hires in Fall 1993 and Fall 1994




**All Contract/Regular Faculty (Full-time)**

**New Hires Only Among Contract/Regular Faculty (Full-time)**




| Category | Contract/Regular Faculty (Full-time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 9,180 | 57.3 | 9,052 | 56.9 | 223 | 46.2 | 214 | 46.1 |
| Female | 6,850 | 42.7 | 6,848 | 43.1 | 260 | 53.8 | 250 | 53.9 |
| American Indian/Alaskan | 158 | 1.0 | 160 | 1.0 | 3 | 0.6 | 6 | 1.4 |
| Asian/Pacific Islander | 787 | 4.9 | 781 | 5.0 | 28 | 5.8 | 33 | 7.4 |
| Black | 958 | 6.0 | 931 | 5.9 | 32 | 6.6 | 32 | 7.2 |
| White | 12,765 | 79.6 | 12,465 | 79.4 | 369 | 76.5 | 324 | 73.1 |
| Hispanic | 1,288 | 8.0 | 1,292 | 8.2 | 49 | 10.1 | 45 | 10.2 |
| Filipino | 74 | 0.5 | 81 | 0.5 | 2 | 0.4 | 3 | 0.7 |
| Unknown | 2 | — | 190 | — | 0 | — | 21 | — |
| Total | 16,032 | 100.0 | 15,900 | 100.0 | 483 | 100.0 | 464 | 100.0 |

**Definition of Measure:** Contract and regular faculty are tenure-track or tenured instructional employees. By statute, tenure-track employees are full-time. A new hire is an employee hired during the report period who did not have permanent employment with the district within 39 months prior to the date of hire.

**Uses of Measure:** This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

**Analysis:** In Fall 1994, 43.1 percent of all full-time faculty were female and 20.6 percent were nonWhite. For new hires, 53.9 percent were female and 26.9 percent were nonWhite. Availability pool data for full-time faculty indicate 38 percent female and 26 percent nonWhite.

**Source:** Chancellor's Office, Management Information Services

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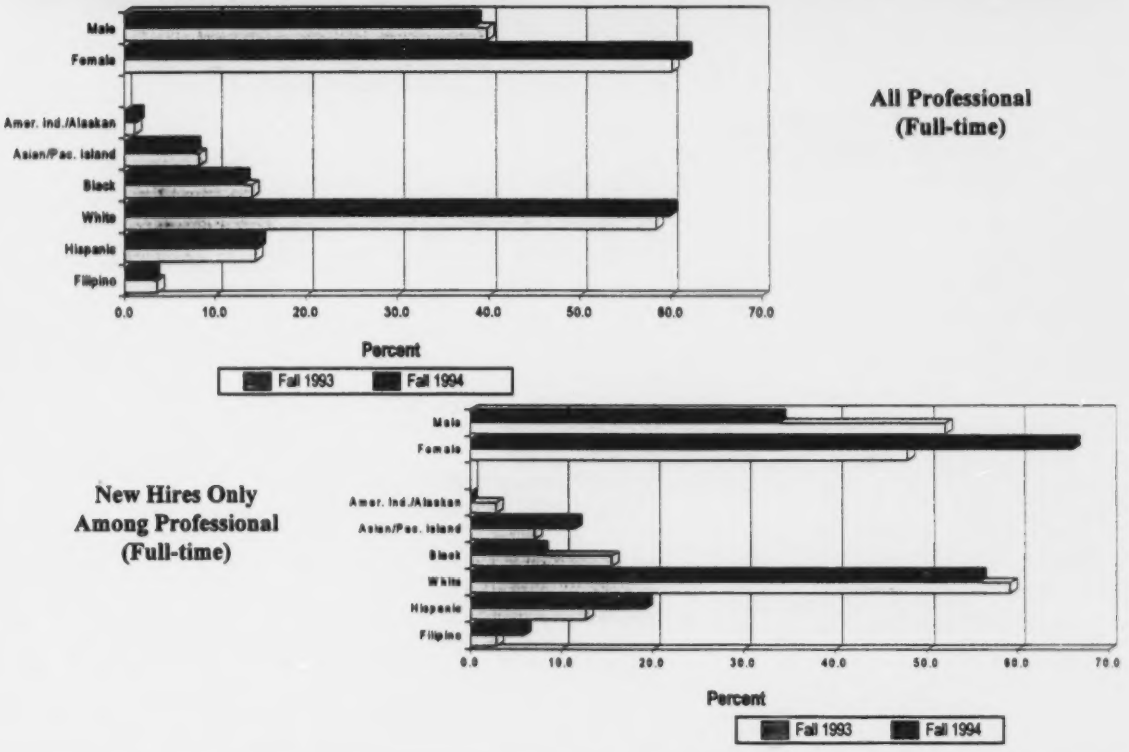
## 4.12
## Gender and Race Ethnicity Percentage Distribution for All Professional (Full-time) and New Hires in Fall 1993 and Fall 1994




| Category | Professional (Full-Time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 823 | 39.8 | 994 | 38.4 | 37 | 52.1 | 19 | 33.9 |
| Female | 1,246 | 60.2 | 1,594 | 61.6 | 34 | 47.9 | 37 | 66.1 |
| American Indian/Alaskan | 22 | 1.1 | 36 | 1.4 | 2 | 2.8 | 0 | 0 |
| Asian/Pacific Islander | 171 | 8.3 | 198 | 7.7 | 5 | 7.0 | 6 | 11.5 |
| Black | 292 | 14.1 | 337 | 13.1 | 11 | 15.5 | 4 | 7.7 |
| White | 1,208 | 58.4 | 1,533 | 59.9 | 42 | 59.2 | 29 | 55.8 |
| Hispanic | 301 | 14.5 | 380 | 14.8 | 9 | 12.7 | 10 | 19.2 |
| Filipino | 75 | 3.6 | 80 | 3.1 | 2 | 2.8 | 3 | 5.8 |
| Unknown | 0 | — | 24 | — | 0 | — | 4 | — |
| Total | 2,069 | 100.0 | 2,588 | 100.0 | 71 | 100.0 | 56 | 100.0 |

**Definition of Measure:** Professional employees include librarians, nurses and counselors, and other non-teaching instructional support staff with certificated employment status. See Measure 4.11 for definition of new hires. The sharp increase in the number of professional employees in Fall 1994 is attributable to a change in definitions as a result of the implementation of a new reporting system.

**Uses of Measure:** This measure illustrates the gender and race/ethnicity of full-time employees and is an indicator of staff diversity.

**Analysis:** In Fall 1994, 61.6 percent of all professional employees were female and 40.1 percent were nonWhite. For newly hired professional employees, 66.1 percent were female and 44.2 percent were nonWhite. Availability pool data for professionals indicate 49 percent female and 29 percent nonWhite.

**Source:** Chancellor's Office, Management Information Services

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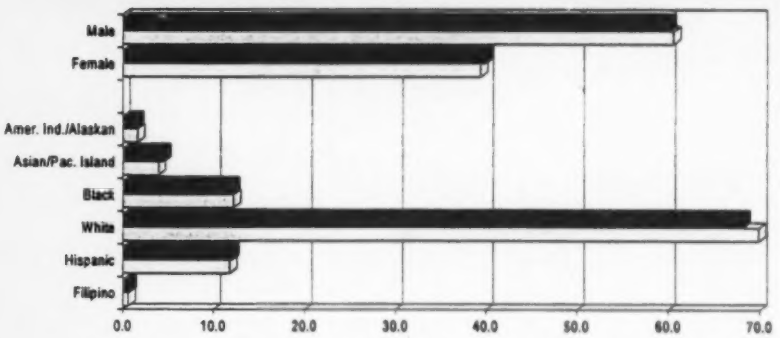
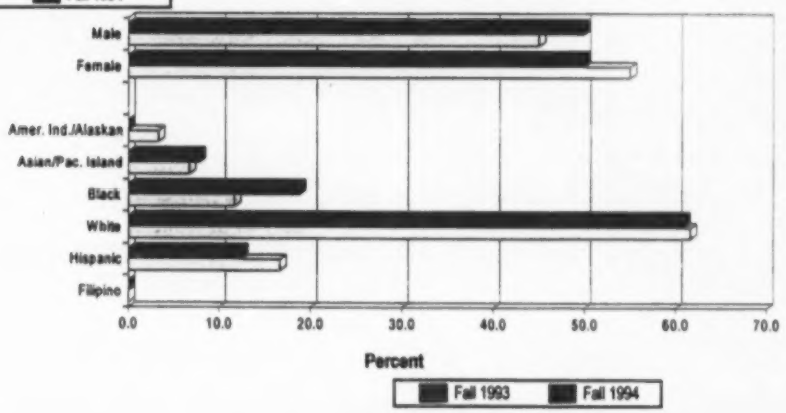
## 4.13
## Gender and Race Ethnicity Percentage Distribution for All Certificated Administrative (Full-time) and New Hires in Fall 1993 and Fall 1994




**All Certificated Administrative (Full-time)**

**New Hires Only Among Certificated Administrative (Full-time)**




| Category | Certificated Administrative (Full-Time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 989 | 60.6 | 946 | 60.1 | 27 | 45.0 | 33 | 50.0 |
| Female | 644 | 39.4 | 627 | 39.9 | 33 | 55.0 | 33 | 50.0 |
| American Indian/Alaskan | 26 | 1.6 | 24 | 1.5 | 2 | 3.3 | 0 | 0.0 |
| Asian/Pacific Islander | 63 | 3.9 | 71 | 4.5 | 4 | 6.7 | 5 | 7.8 |
| Black | 199 | 12.2 | 190 | 12.1 | 7 | 11.7 | 12 | 18.8 |
| White | 1,143 | 69.9 | 1,081 | 68.2 | 37 | 61.6 | 39 | 60.9 |
| Hispanic | 192 | 11.8 | 188 | 12.0 | 10 | 16.7 | 8 | 12.5 |
| Filipino | 10 | 0.6 | 11 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| Unknown | 0 | — | 8 | — | 0 | — | 2 | — |
| Total | 1,633 | 100.0 | 1,573 | 100.0 | 60 | 100.0 | 66 | 100.0 |

**Definition of Measure:** This measure shows the number and percent distribution by gender and race/ethnicity for all and newly hired certificated administrators.

**Uses of Measure:** This measure is an indicator of staff diversity.

**Analysis:** In Fall 1994, 39.9 percent of certificated administrators were female and 30.8 percent were nonWhite. For new hires, 50.0 percent were female and 39.1 percent were nonWhite. Availability pool data for Administrative indicate 53 percent female and 27 percent nonWhite.

**Source:** Chancellor's Office, Management Information Services

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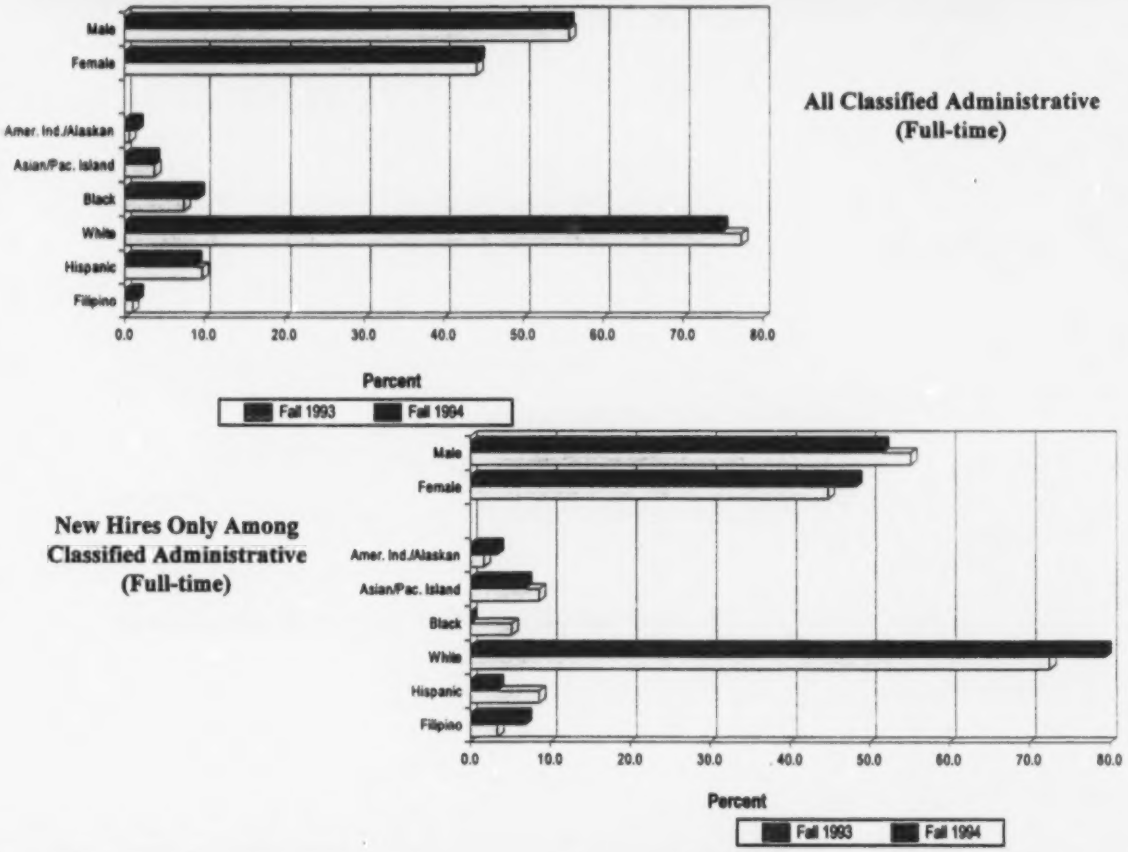
## 4.14
## Gender and Race Ethnicity Percentage Distribution for All Classified Administrative (Full-time) and New Hires in Fall 1993 and Fall 1994




| Category | Classified Administrative (Full-Time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 489 | 55.8 | 378 | 55.6 | 32 | 55.2 | 15 | 51.7 |
| Female | 387 | 44.2 | 302 | 44.4 | 26 | 44.8 | 14 | 48.3 |
| American Indian/Alaskan | 5 | 0.6 | 11 | 1.6 | 1 | 1.7 | 1 | 3.4 |
| Asian/Pacific Islander | 33 | 3.8 | 25 | 3.7 | 5 | 8.6 | 2 | 6.9 |
| Black | 66 | 7.5 | 63 | 9.3 | 3 | 5.2 | 0 | 0.0 |
| White | 677 | 77.3 | 505 | 74.8 | 42 | 72.5 | 23 | 79.4 |
| Hispanic | 86 | 9.8 | 61 | 9.0 | 5 | 8.6 | 1 | 3.4 |
| Filipino | 9 | 1.0 | 11 | 1.6 | 2 | 3.4 | 2 | 6.9 |
| Unknown | 0 | — | 4 | — | 0 | — | 0 | — |
| Total | 876 | 100.0 | 680 | 100.0 | 58 | 100.0 | 29 | 100.0 |

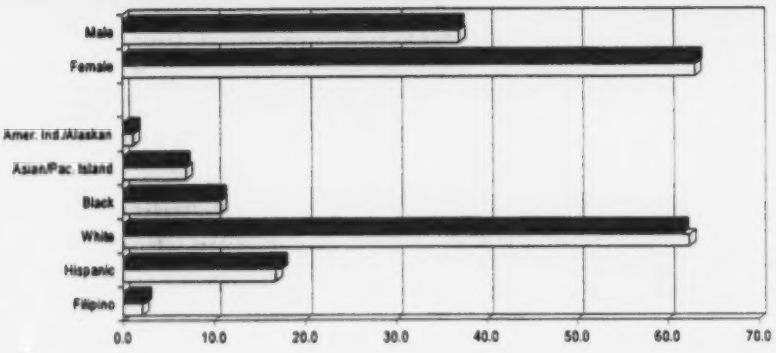
**Definition of Measure:** This measure shows the number and percent distribution by gender and race/ethnicity for all and newly hired classified administrators.

**Uses of Measure:** This measure is an indicator of staff diversity.

**Analysis:** In Fall 1994, 44.4 percent of classified administrators were female and 25.2 percent were nonWhite. For new hires, 48.3 percent were female and 20.6 percent were nonWhite.

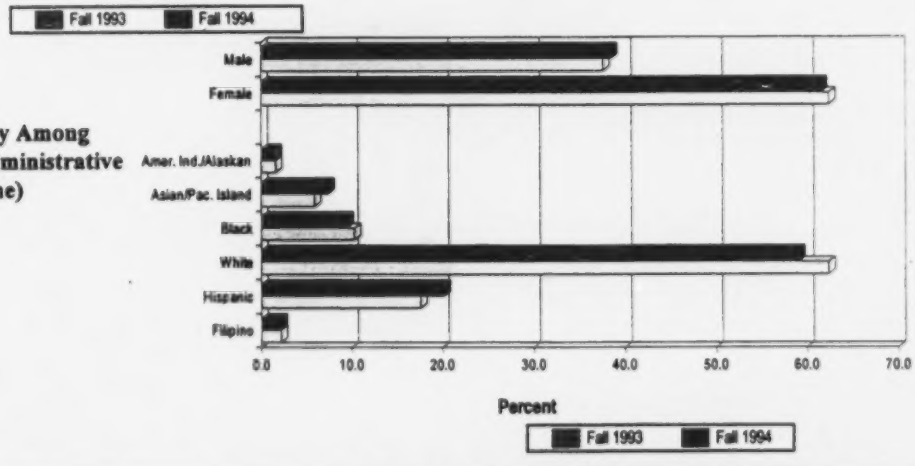
**Source:** Chancellor's Office, Management Information Services

## 4.15
## Gender and Race Ethnicity Percentage Distribution for All Classified Non-Administrative (Full-time) and New Hires in Fall 1993 and Fall 1994




**All Classified Non-Administrative (Full-time)**

**New Hires Only Among Classified Non-Administrative (Full-time)**




| Category | Classified Non-Administrative (Full-Time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 6,199 | 37.0 | 6,018 | 36.9 | 310 | 37.6 | 201 | 38.5 |
| Female | 9,771 | 63.0 | 9,448 | 63.1 | 436 | 62.4 | 267 | 61.5 |
| Unknown | 0 | — | 0 | — | 0 | — | 0 | — |
| American Indian/Alaskan | 164 | 1.1 | 185 | 1.2 | 10 | 1.6 | 10 | 1.6 |
| Asian/Pacific Islander | 1,111 | 6.9 | 1,019 | 6.7 | 40 | 5.9 | 27 | 7.4 |
| Black | 1,859 | 10.7 | 1,779 | 10.7 | 75 | 10.3 | 53 | 9.5 |
| White | 9,671 | 62.4 | 9,055 | 61.6 | 444 | 62.4 | 247 | 59.1 |
| Hispanic | 2,779 | 16.8 | 2,790 | 17.4 | 154 | 17.6 | 104 | 20.2 |
| Filipino | 386 | 2.1 | 430 | 2.4 | 23 | 2.2 | 9 | 2.2 |
| Unknown | 0 | — | 208 | — | 0 | — | 18 | — |
| **Total** | **15,970** | **100.0** | **15,466** | **100.0** | **746** | **100.0** | **468** | **100.0** |

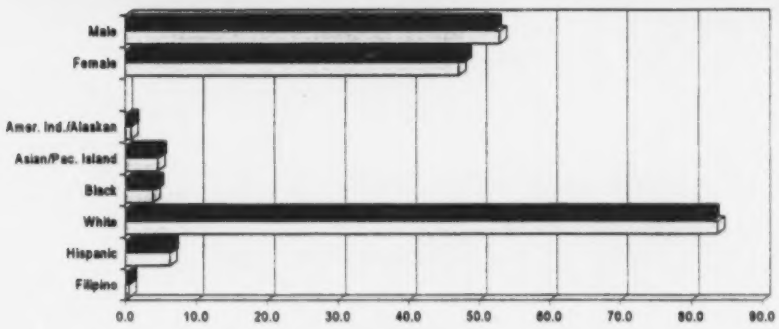
**Definition of Measure:** This measure shows the number and percent distribution by gender and race/ethnicity for all and newly hired classified non-administrative staff.

**Uses of Measure:** This measure is an indicator of staff diversity.

**Analysis:** In Fall 1994, 61.1 percent of classified non-administrative staff were female and 39.4 percent were nonWhite. For those newly hired, 57.1 percent were female and 45.1 percent were nonWhite.

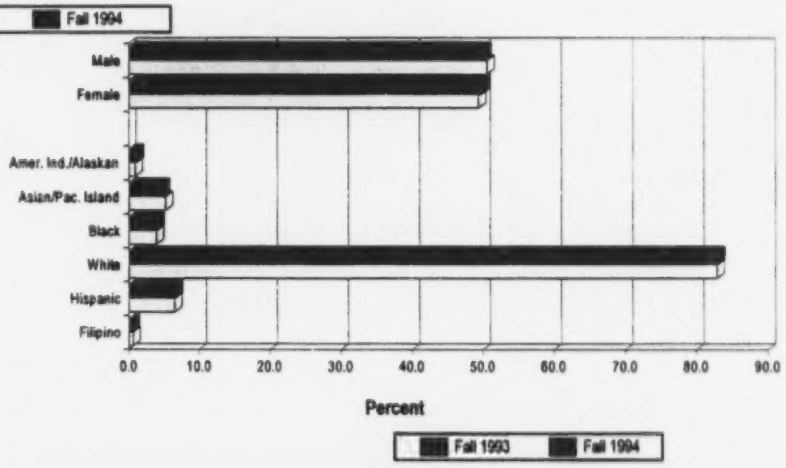
**Source:** Chancellor's Office, Management Information Services

## 4.16
## Gender and Race Ethnicity Percentage Distribution for All Temporary Faculty (Part-time) and New Hires in Fall 1993 and Fall 1994




**All Temporary Faculty (Part-time)**

**New Hires Only Among Temporary Faculty (Part-time)**




| Category | Temporary Faculty (Part-time) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | All | | | | New Hires | | | |
| | Fall 1993 | | Fall 1994 | | Fall 1993 | | Fall 1994 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Male | 14,263 | 52.9 | 14,002 | 52.1 | 2,366 | 50.6 | 2,002 | 50.2 |
| Female | 12,713 | 47.1 | 12,854 | 47.9 | 2,313 | 49.4 | 1,989 | 49.8 |
| Unknown | 6 | — | | — | 4 | — | 1 | — |
| American Indian/Alaskan | 227 | 0.8 | 228 | 0.9 | 44 | 0.9 | 40 | 1.1 |
| Asian/Pacific Islander | 1,250 | 4.6 | 1,251 | 4.8 | 245 | 5.2 | 181 | 4.8 |
| Black | 1,065 | 3.9 | 1,134 | 4.4 | 181 | 3.9 | 149 | 4.0 |
| White | 22,578 | 83.7 | 21,594 | 82.9 | 3,878 | 82.9 | 3,108 | 83.0 |
| Hispanic | 1,709 | 6.3 | 1,690 | 6.5 | 302 | 6.5 | 247 | 6.6 |
| Filipino | 143 | 0.5 | 157 | 0.6 | 26 | 0.6 | 20 | 0.5 |
| Unknown | 10 | — | 818 | — | 7 | — | 247 | — |
| **Total** | **26,982** | **100.0** | **26,872** | **100.0** | **4,683** | **100.0** | **3,992** | **100.0** |

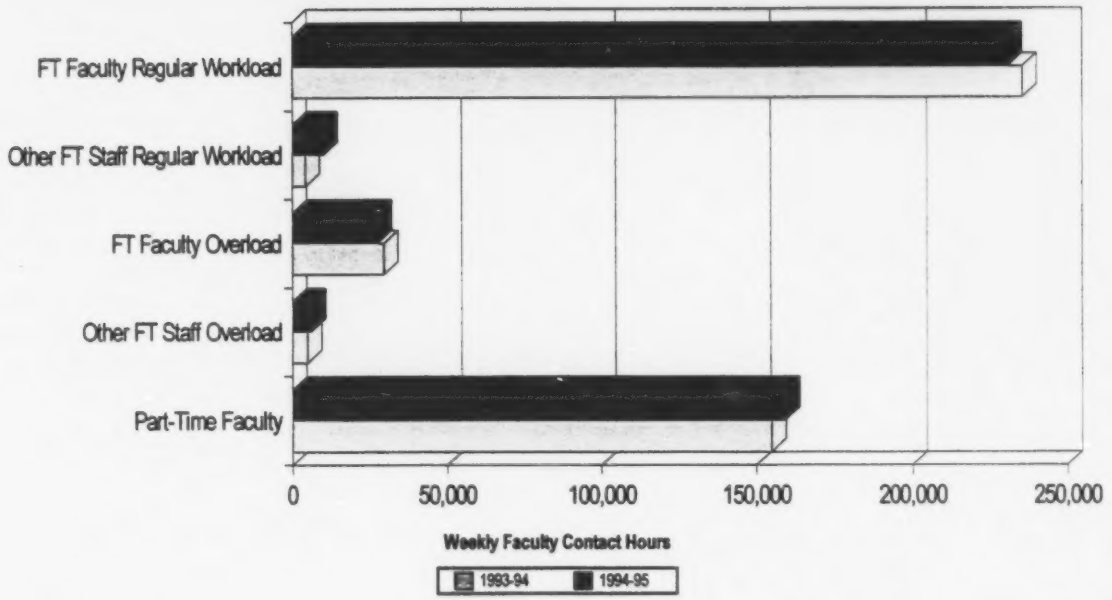
**Definition of Measure:** Temporary faculty are part-time instructors carrying less than 60 percent of a full-time equivalent teaching load. Temporary employees are certificated but not on the tenure-track. A new hire is an employee hired during the report period who did not have permanent employment with the district within 39 months prior to the date of hire.

**Uses of Measure:** This measure illustrates the gender and race/ethnicity of employees and is an indicator of staff diversity.

**Analysis:** In Fall 1994, 47.9 percent of all part-time faculty were female and 17.1 percent were nonWhite. For new hires, 49.8 percent were female and 17 percent were nonWhite.

**Source:** Chancellor's Office, Management Information Services

## 4.21
## Number and Percent Distribution of Weekly Faculty Contact Hours (WFCH) Taught by Full-Time and Part-Time Certificated Staff




| WFCH Type | 1993-94 | | 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| FT Faculty Regular Workload | 235,357 | 54.9 | 230,673 | 53.1 | -4,684 | -2.0 |
| Other FT Staff Regular Workload | 4,320 | 1.0 | 10,231 | 2.4 | 5,911 | 136.8 |
| FT Faculty Overload | 29,542 | 6.9 | 27,589 | 6.4 | -1,953 | -6.6 |
| Other FT Staff Overload | 4,909 | 1.1 | 6,278 | 1.4 | 1,369 | 27.9 |
| Subtotal FT | [274,128] | [63.9] | [274,771] | 63.3 | 643 | 0.2 |
| Part-Time Faculty | 154,869 | 36.1 | 159,278 | 36.7 | 4,409 | 2.8 |
| **Total** | **428,997** | **100.0** | **434,049** | **100.0** | **5,052** | **1.2** |

**Definition of Measure:** WFCH is defined as the number of hours per week a regularly scheduled course section meets for instruction. Regular workload is the WFCH generated as part of all non-overload work assignments. Overload WFCH is over and above the regular workload which faculty or other staff agree to teach for extra compensation. Other full-time staff includes employees holding a full-time assignment in administration, counseling, library, nursing, or support who do classroom teaching as part of their day-to-day assignment or on an overload basis for extra pay. Part-time faculty hold temporary (non-tenure-track) employment status and by law carry a workload under 0.60 of a full-time equivalent faculty workload.

**Uses of Measure:** This measure shows the amount of classroom instruction, measured in WFCH, taught by different faculty types (i.e., full-time, part-time, other) and the basis for faculty compensation for instruction (i.e., regular assignment or overload for extra pay).

**Analysis:** Despite the 1.4 percent drop in headcount enrollment (see Measure 1.11) and the 0.9 percent decline in course enrollments (see Measure 2.21), total WFCH taught in Fall 1994 increased by 5,052 (or 1.2%). This increase was brought about by hiring and increasing workload for other full-time certificated staff (i.e., administrators, counselors, librarians, nurses, etc.). In Fall 1994, a total of 63.3 percent of all WFCH was taught by full-time faculty or other full-time staff, a slight drop from 63.9 percent in Fall 1993. Just over one-third (36.7%) of all WFCH was taught by part-time (temporary) faculty.

**Source:** Chancellor's Office, Management Information Services

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# 5.0 Fiscal Condition

The assessment of the fiscal condition of an educational institution requires simultaneous evaluation of resource inputs and product outputs. On the input side, performance measures for fiscal condition should gauge the adequacy of resources to deliver educational services in an economy of price changes (due to inflation) and shifts in demand for services (due to population growth or unemployment). On the output side, performance measures gauge the effectiveness and efficiency of resources used. Inputs and outputs can be compared over time, after adjusting for inflation, according to the cost of delivering a unit of service, such as the cost of instruction per full-time equivalent student (FTES).

Two other measures of fiscal condition presented relate to workload efficiency, including average class size and teaching load. The last measure relates to the fiscal health and stability of districts. Fiscal stability ultimately impacts the scope and quality of services that can be delivered to students. The findings include:

- Total revenues per FTES statewide in 1994-95 was $3,609. Of this amount, local property taxes sources contributed the largest share at 41.3 percent, followed by State General Funds amounting to 28.9 percent.

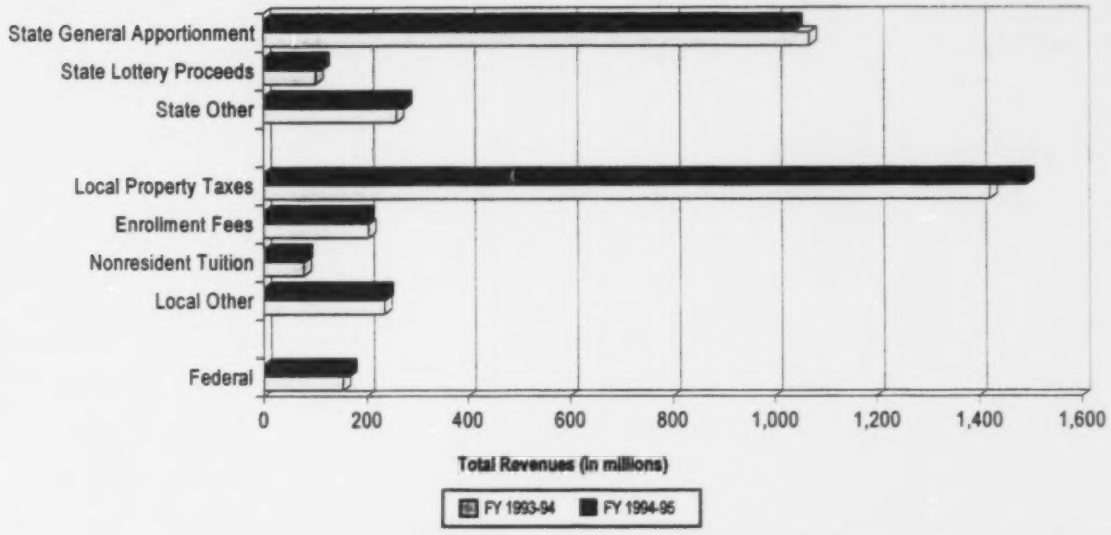
- Total expenditures per FTES statewide in 1994-95 was $3,301. Instruction accounted for the largest share of total expenditures at 51.5 percent.

- Average class size statewide in Fall 1994 was 27.8 students, almost no change over the prior year. Disciplines with largest class size include Psychology (41.1), Interdisciplinary Studies (35.5), Mathematics (34.7), and Biological Sciences (31.9).

- Average teaching load statewide in Fall 1993 declined between one and eight percent for all disciplines except Health, which increased by two percent. The decline in teaching load indicates a less efficient use of staff resources, due in part to the impact of the $50 per unit enrollment fee for students holding a BA. (See *External Changes Affecting the Performance of California Community Colleges,* page 69.)

- The fiscal health of community college districts improved in Fiscal Year 1994-95. The number of districts with reserve levels under three percent declined from four in 1993-94 to one in 1994-95. Also, the number of districts that deficit spent (spentdown reserves) declined from 29 in 1993-94 to 13 in 1994-95.

## 5.11
## General Fund Revenue per Attendance FTES by Source for Fiscal Year 1993-94 and Fiscal Year 1994-95




| Revenue | Fiscal Year 1993-94 | | | Fiscal Year 1994-95 | | |
|---|---|---|---|---|---|---|
| | Total Revenues ($ Millions) | Dollars Per FTES | Percent | Total Revenues ($ Millions) | Dollars Per FTES | Percent |
| State General Apportionment | $ 955.5 | $1,069 | 30.4 | $ 919.9 | $1,041 | 28.9 |
| State Lottery Proceeds | 90.2 | 101 | 2.9 | 99.6 | 113 | 3.1 |
| State Other | 231.0 | 259 | 7.4 | 243.2 | 276 | 7.7 |
| Local Property Taxes | 1,270.0 | 1,421 | 40.4 | 1,317.4 | 1,494 | 41.3 |
| Enrollment Fees | 182.1 | 204 | 5.8 | 177.1 | 201 | 5.6 |
| Nonresident Tuition | 69.1 | 77 | 2.2 | 70.2 | 80 | 2.2 |
| Local Other | 210.0 | 235 | 6.7 | 210.1 | 238 | 6.6 |
| Federal | 136.3 | 153 | 4.2 | 146.1 | 166 | 4.6 |
| **Total Revenue** | **$3,144.20** | **$3,519** | **100.0** | **$3,183.60** | **$3,609** | **100.0** |
| Attendance FTES | 893,475 | | | 882,575 | | |

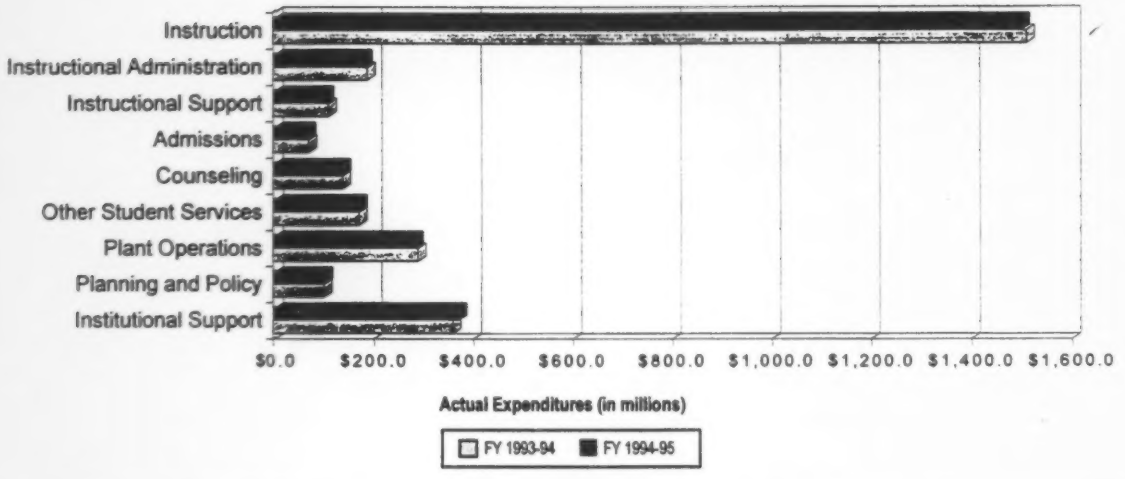
**Definition of Measure:** This measure shows General Fund revenues and revenues per attendance FTES by source. Attendance FTES represents total instructional services provided, including resident, nonresident, and apprenticeship in both credit and noncredit classes. An FTES is a unit measure for student attendance equivalent to 15 contact hours per week for a period of 35 weeks, for a total of 525 hours.

**Uses of Measure:** This measure shows who pays for the education and training of community college students.

**Analysis:** In Fiscal Year 1994-95, local property taxes were the largest, single source of revenue comprising 41.3 percent of all General Fund revenues, followed by state general apportionment at 28.9 percent. Enrollment fees comprised 5.6 percent while federal sources, mostly for job training programs, represented only 4.6 percent. Total General Fund revenues from all sources per FTES increased by nearly $100 over the prior year to $3,609 in Fiscal Year 1994-95.

**Source:** Chancellor's Office, *Fiscal Data Abstracts, 1993-94, 1994-95*

## 5.12
## Actual Expenditures per Attendance FTES by Major Budget Activity for Fiscal Year 1993-94 and Fiscal Year 1994-95




| Activity | Fiscal Year 1993-94 | | | Fiscal Year 1994-95 | | |
|---|---|---|---|---|---|---|
| | Actual Expend. ($ *Millions*) | Dollars Per FTES | Percent | Actual Expend. ($ *Millions*) | Dollars Per FTES | Percent |
| Instruction | $1,509.9 | $1,689 | 51.7 | $1,501.1 | $1,701 | 51.5 |
| Instructional Administration | 186.2 | 208 | 6.4 | 180.4 | 204 | 6.2 |
| Instructional Support | 107.5 | 120 | 3.7 | 102.5 | 116 | 3.5 |
| Admissions | 67.5 | 76 | 2.3 | 66.4 | 75 | 2.3 |
| Counseling | 136.5 | 153 | 4.7 | 137.6 | 156 | 4.7 |
| Other Student Services | 169.7 | 190 | 5.8 | 170.9 | 194 | 5.9 |
| Plant Operations | 288.1 | 322 | 9.8 | 283.2 | 321 | 9.7 |
| Planning and Policy | 98.2 | 110 | 3.4 | 99.9 | 113 | 3.4 |
| Institutional Support | 358.6 | 401 | 12.2 | 371.1 | 421 | 12.8 |
| **Total** | **$2,922.2** | **$3,269** | **100.0** | **$2,913.1** | **$3,301** | **100.0** |
| Attendance FTES | 893,475 | | | 882,575 | | |

**Definition of Measure:** This measure shows systemwide actual expenditures and actual expenditures per attendance FTES for nine budgetary activity centers. Attendance FTES represents total instructional services provided, including resident, nonresident, and apprenticeship for both credit and noncredit classes. An FTES is a unit measure for student attendance equivalent to 15 contract hours per week for a period of 35 weeks.

**Uses of Measure:** This measure shows how much and for what activities revenues received by community colleges are spent.

**Analysis:** In 1994-95, California Community Colleges reduced expenditures by $9 million (0.3%) to an expenditure level of $2.139 million. Workload during this period was also reduced by about 11,000 (1.2%) FTES. The expenditure per FTES increased by $32 (1.0%) to a nominal $3,301. As required by law, over 50 percent of all expenditures were incurred in instruction for teaching salaries and benefits. In terms of real (inflation-adjusted) dollars, the expenditures per FTES declined by $32, or 1.0 percent.

**Source:** Chancellor's Office, *Fiscal Data Abstracts, 1993-94, 1994-95*

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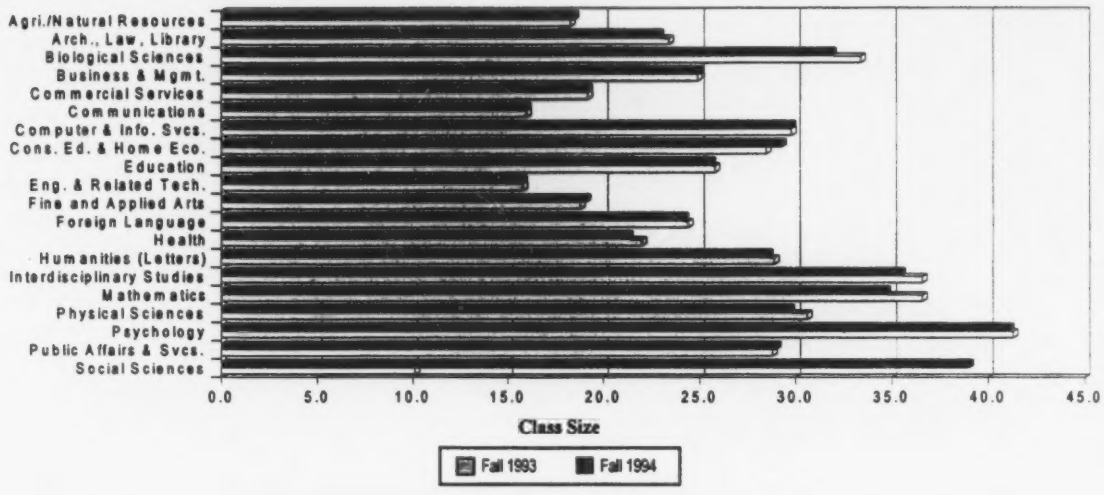
## 5.22
## Average Class Size by Discipline for Fall 1993 and Fall 1994




| Discipline | Class Size | | Change in Class Size | |
|---|---|---|---|---|
| | Fall 1993 | Fall 1994 | Number | Percent |
| Agri./Natural Resources | 18.3 | 18.5 | 0.2 | 0.7 |
| Arch., Law, Library | 23.4 | 22.9 | -0.5 | -2.1 |
| Biological Sciences | 33.4 | 31.9 | -1.5 | -4.5 |
| Business & Mgmt. | 24.9 | 25.0 | 0.1 | 0.3 |
| Commercial Services | 19.2 | 19.2 | 0.0 | -0.1 |
| Communications | 16.0 | 16.0 | 0.0 | -0.2 |
| Computer & Info. Svcs. | 29.8 | 29.8 | 0.0 | 0.1 |
| Cons. Ed. & Home Eco. | 28.5 | 29.3 | 0.8 | 2.7 |
| Education | 25.8 | 25.6 | -0.2 | 0.2 |
| Eng. & Related Tech. | 15.8 | 15.8 | 0.0 | -0.2 |
| Fine and Applied Arts | 18.8 | 19.1 | 0.3 | 1.1 |
| Foreign Language | 24.4 | 24.2 | -0.2 | -1.0 |
| Health | 22.0 | 21.3 | -0.7 | -2.8 |
| Humanities (Letters) | 28.9 | 28.6 | -0.3 | -1.0 |
| Interdisciplinary Studies | 36.6 | 35.5 | -1.1 | -2.9 |
| Mathematics | 36.6 | 34.7 | -1.9 | -5.1 |
| Physical Sciences | 30.6 | 29.7 | -0.9 | -2.7 |
| Psychology | 41.3 | 41.1 | -0.2 | -0.5 |
| Public Affairs & Svcs. | 28.8 | 29.0 | 0.2 | -0.7 |
| Social Sciences | 10.1 | 39.0 | -1.1 | -2.8 |
| **Total** | **28.0** | **27.8** | **-0.2** | **-0.7** |

**Definition of Measure:** Class size is the number of students in a class section that as of the end-of-term receiving any letter grade A through F, including I, W, MW, RD, UG, and X. (See Measure 2.20 for definitions of grades.)

**Uses of Measure:** Class size is an indicator of instructional efficiency. However, rural colleges with small enrollments, or academic departments serving specialized but nonetheless important student goals and needs may teach low enrollment classes despite the high cost.

All other factors held constant, a drop in class size may indicate a decline in student demand and vice versa. An increase in class size may reflect a college's response to reduced funding per FTES.

**Analysis:** In Fall 1994, average class size statewide declined by 0.2 percentage points (0.7%) to 27.8 percent. Academic disciplines experiencing greatest declines include Interdisciplinary Studies (5.1%), Biological Sciences (4.5%), and Social Sciences (2.8%). Since each of these disciplines have above-average class size, the drop in average class size is likely attributable to added sections. Academic disciplines showing increases in average class size include Computer and Information Sciences (2.7%) and Fine and Applied Arts (1.1%).

**Source:** Chancellor's Office, Management Information Services

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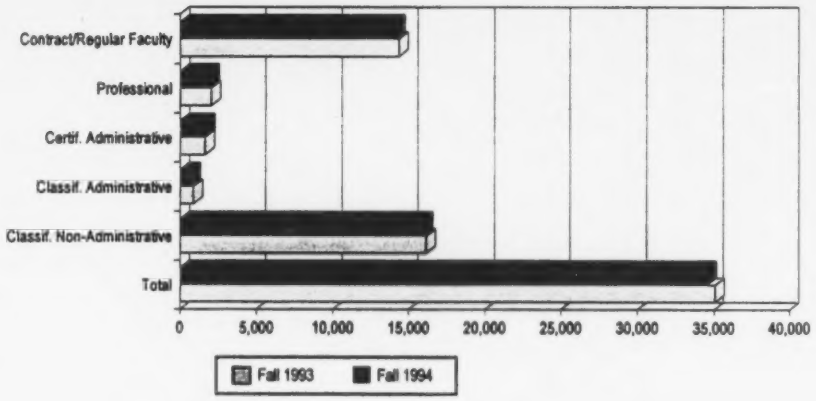
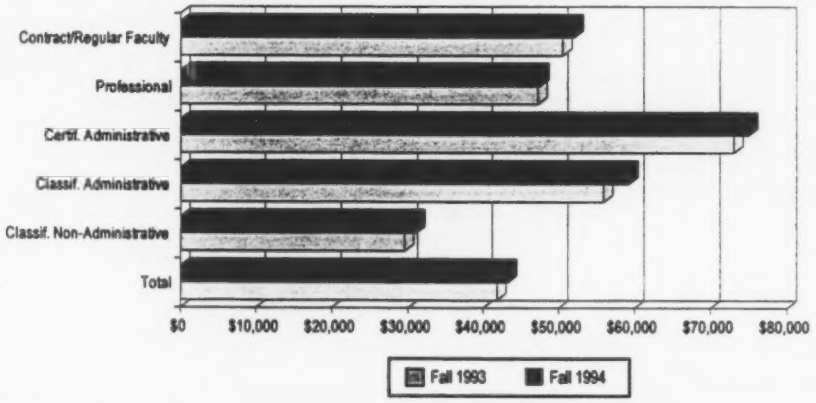
## 5.3L
## Average Annual Salary for Full-Time Employees by Assignment for Fall 1993 and Fall 1994




**Number of Employees**

**Salaries**




| Assignment | Fall 1993 | | Fall 1994 | | Salary Change | |
|---|---|---|---|---|---|---|
| | Number | Salary | Number | Salary | Dollars | Percent |
| Contract/Regular Faculty | 14,368 | $50,552 | 14,176 | $52,081 | $1,529 | 3.0 |
| Professional | 2,022 | 47,293 | 1,953 | 47,560 | 267 | 0.6 |
| Certificated Administrative | 1,633 | 73,054 | 1,666 | 74,999 | 1,945 | 2.7 |
| Classified Administrative | 876 | 55,924 | 736 | 59,258 | 3,334 | 6.0 |
| Classified Non-Administrative | 16,164 | 29,521 | 16,025 | 31,058 | 1,537 | 5.2 |
| **Total** | **35,063** | **$41,851** | **34,556** | **$43,334** | **$1,483** | **3.5** |

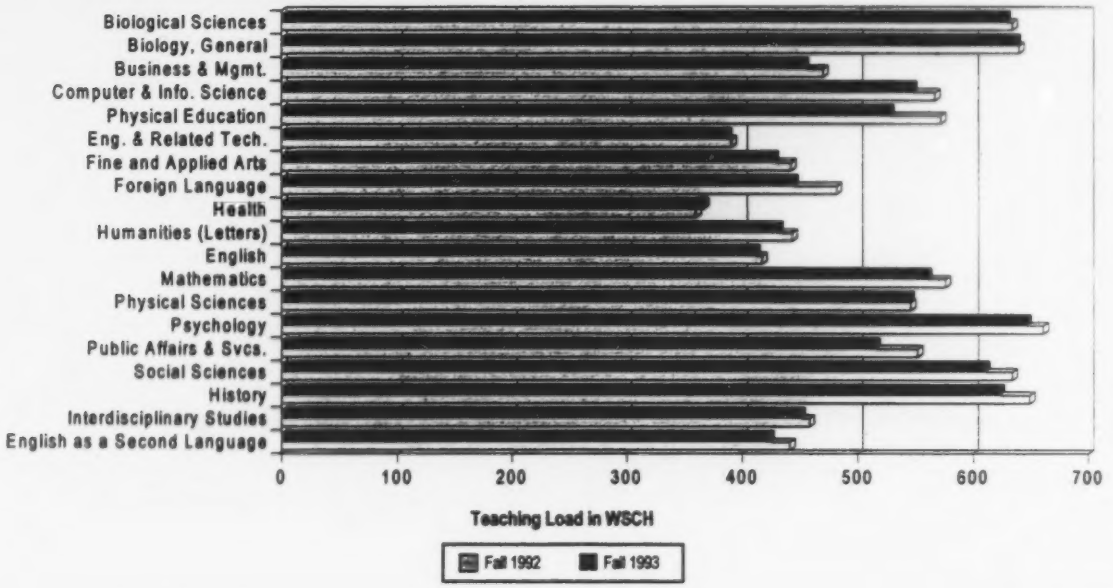
**Definition of Measure:** This measure illustrates changes in the community college workforce and the systemwide average annual salary plus stipends for extra assignments (if any) for full-time employees.

**Uses of Measure:** Roughly 85 percent of institutional operating costs are directed towards human resources. Adequate staffing and reasonable employee compensation are essential to an effective and efficiently operated institution. This measure shows changes over the prior year in staffing resources and compensation levels.

**Analysis:** In Fall 1994, overall employee levels decreased by 507 (1.4%). All categories except certificated administrative experienced a reduction in staffing levels. The average salary of full-time employees increased by $1,483 (3.5%), representing adjustments for COLA, step adjustments, promotions, and educational advancements. Continuing revenue constraints prevented catch-up for prior years of limited or nonexistent salary COLA adjustments.

**Source:** Chancellor's Office, Management Information Services

## 5.41
## Statewide Average Teaching Load by Major Discipline for Fall 1992 and Fall 1993




| Discipline | WSCH Per FTEF | | Change | |
|---|---|---|---|---|
| | Fall 1992 | Fall 1993 | Number | Percent |
| Biological Sciences | 634 | 628 | -6 | -0.9 |
| Biology, General | 640 | 637 | -3 | -0.5 |
| Business & Mgmt. | 470 | 453 | -17 | -3.6 |
| Computer & Info. Science | 567 | 547 | -20 | -3.5 |
| Physical Education | 572 | 527 | -45 | -7.9 |
| Eng. & Related Tech. | 391 | 387 | -4 | -1.0 |
| Fine and Applied Arts | 442 | 427 | -15 | -3.4 |
| Foreign Language | 482 | 444 | -38 | -7.9 |
| Health | 360 | 367 | 7 | 1.9 |
| Humanities (Letters) | 443 | 431 | -12 | -2.7 |
| English | 417 | 411 | -6 | -1.4 |
| Mathematics | 576 | 560 | -16 | -2.0 |
| Physical Sciences | 546 | 545 | -1 | -0.2 |
| Psychology | 661 | 646 | -15 | -2.3 |
| Public Affairs & Svcs. | 552 | 515 | -37 | -6.7 |
| Social Sciences | 634 | 610 | -24 | -3.8 |
| History | 649 | 623 | -26 | -4.0 |
| Interdisciplinary Studies | 458 | 450 | -8 | -1.7 |
| English as a Second Language | 441 | 423 | -18 | -4.1 |

**Definition of Measure:** Average teaching load is defined as the sum of Weekly Student Contact Hours (WSCH) divided by the associated sum of Full-time Equivalent Faculty (FTEF) for each discipline. WSCH is defined as the active class enrollment as of the first census multiplied by the number of hours the class is scheduled to meet each week. FTEF is a measure of full-time equivalent workload determined by the district and subject to collective bargaining.

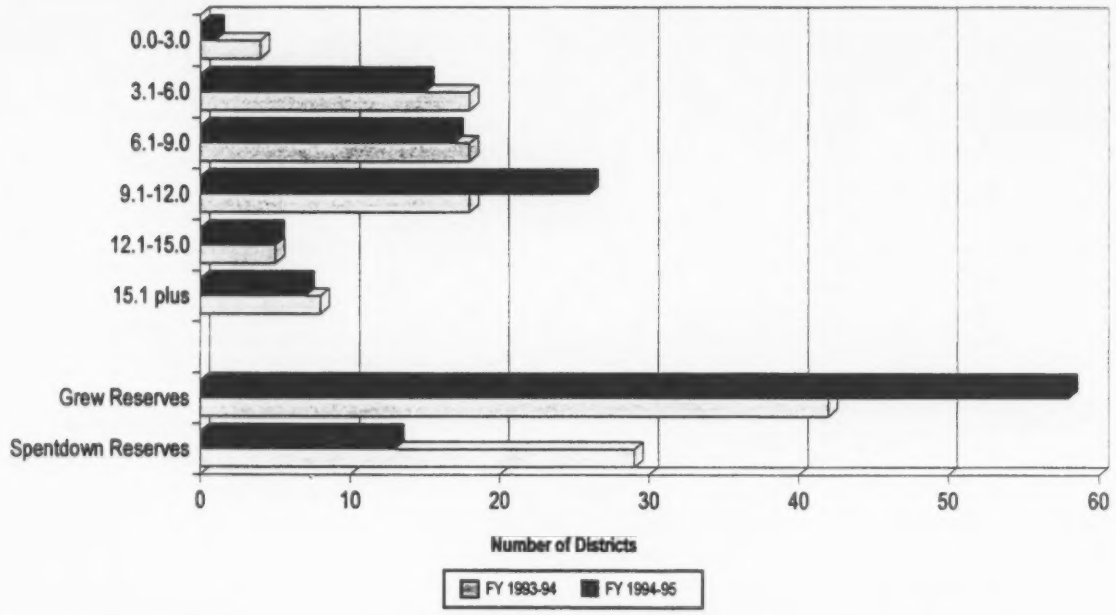
**Uses of Measure:** The measure enables community colleges to analyze and compare their workload data against that of comparable colleges, and can aid in critical decision-making regarding teaching assignments and allocation of resources.

**Analysis:** Except for Health, average statewide teaching load declined between one and eight percent for most discipline areas in Fall 1993. Increases in student fees caused enrollment declines which marginally impacted class size. As a result, faculty resources were used less efficiently in Fall 1993 than in Fall 1992.

**Source:** Association for California Community College Administrators, *President's Study of Teaching Load, January 1996.*

## 5.52
## Number of California Community College Districts by Level of Reserves for Fiscal Years 1993-94 and 1994-95

**Reserves as Percent of Expenditure**




| Reserve Level as Percent of General Fund Expenditures | Fiscal Year 1993-94 | | Fiscal Year 1994-95 | | Change | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| 0.0—3.0 | 4 | 5.6 | 1 | 1.4 | -3 | -75.0 |
| 3.1—6.0 | 18 | 25.4 | 15 | 21.1 | -3 | -16.7 |
| 6.1—9.0 | 18 | 25.4 | 17 | 23.9 | -1 | 5.6 |
| 9.1—12.0 | 18 | 25.4 | 26 | 36.7 | 8 | 44.4 |
| 12.1—15.0 | 5 | 7.0 | 5 | 7.0 | 0 | 0 |
| 15.1 plus | 8 | 11.2 | 7 | 9.9 | -1 | -12.5 |
| Grew Reserves | 42 | 59.2 | 58 | 81.7 | 16 | 38.1 |
| Spentdown Reserves | 29 | 40.8 | 13 | 18.3 | -16 | -55.2 |
| **Total** | **71** | **100.0** | **71** | **100.0** | **0** | — |

**Definition of Measure:** This measure shows the year-end level of reserves held by the 71 California community college districts. Reserves are defined as the fiscal year net-ending balance of General Fund revenues less General Fund expenditures. Level of reserves is computed as the percent that net ending balance is of General Fund expenditures. Districts that grew reserves during the fiscal year had revenues in excess of expenditures. Conversely, districts that spentdown reserves deficit spent by having expenditures exceed revenues.

**Uses of Measure:** The level of reserves is an indicator of a district's ability to deal with unexpected economic contingencies. The Chancellor's Office Fiscal Accountability Unit considers districts with less than a three percent reserve level to be at risk, requiring prescribed evaluations and corrective actions.

**Analysis:** The fiscal health of community college districts showed some improvement in Fiscal Year 1994-95. The number of districts with reserve levels under three percent declined from four in 1993-94 to one in 1994-95. Moreover, the number of districts that deficit spent (spentdown reserves) declined from 29 to 13 percent in 1994-95.

**Source:** Chancellor's Office, *Fiscal Data Abstracts, 1993-94, 1994-95*

# External Changes Affecting the Performance of California Community Colleges

An assessment of the performance of California Community Colleges without any contextual reference to changes from outside the system would render the evaluation incomplete. How well community colleges perform is a result of both external and internal changes which determine the demand for instructional services as well as the availability of resources to satisfy these demands. External changes are those largely outside the control of community colleges. Some examples include laws passed by the Legislature or Congress, the state's overall economic health and ability to raise revenues to fund operations, the state's economic climate as it affects unemployment and demand for job training and retraining and the shifts in population demographics due to immigration (increasing the need for basic language and computational skills training).

Internal changes are the system's response to external demands in the performance of its statutory mission. Internal changes include allocation and management of resources and the effective and efficient delivery of services. Four main sections of this report dealing with student access, student success, staffing composition, and fiscal condition attempt to assess how well community colleges performed these internal functions. This introductory section provides an external contextual background for assessing the performance of California community colleges with respect to the fifty-four measures presented.

To facilitate the discussion of external changes, reference is made to the Chancellor's Office enrollment projection model. (A description of this regression model can be found in the Chancellor's Office *1993 Report on Fee Impact*, December 1993, Appendix B.) This statistical model indicates that four critical variables explain over 92 percent of the variance in enrollment levels, a proxy measure for performance in the area of student access (see Figure 1). These four variables are: revenues, adult population, student fees, and the number of unemployed persons. Each of these four variables will be discussed, in turn, to establish the context and background for factors affecting the performance of community colleges in 1994-95 (the fiscal year analyzed) and 1993-94 (the prior fiscal year used for comparison).

## Revenues

Proposition 98, a constitutional provision adopted in 1988, ties K-12 and community college funding (under a complex formula) to total General Fund revenue collections by the State of California. Because of this provision, a revenue shortfall for the state directly impacts the availability of revenues for K-14 education. This analysis examines revenue changes starting with 1990 (the onset of California's severe economic recession) and ending in 1994 (the year when community college performance is measured). Figure 2 illustrates actual General Fund

revenues, in nominal and real (inflation adjusted) dollars between 1990-91 and 1994-95. In 1993-94, the real revenue collections for the state declined by $1.5 billion (3.3%) over the 1990-91 level. The community colleges, for the same period, had a real revenue decline of $217 million (6.4%). In 1994-95, real General Fund revenues for the state recovered to the 1990-91 level. However, community colleges in 1994-95, experienced a revenue deficit of $230 million (6.8%) below that received in 1990-91.

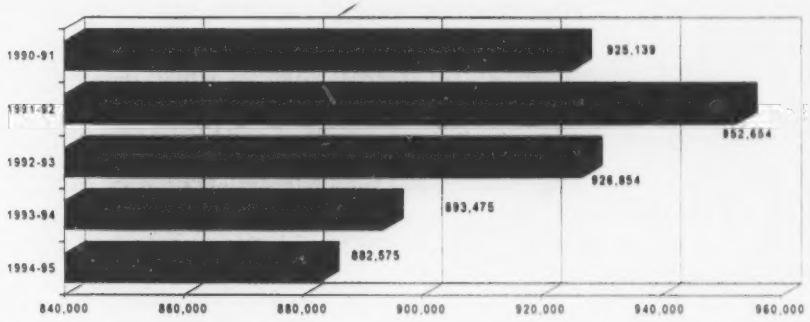



**Figure 1**

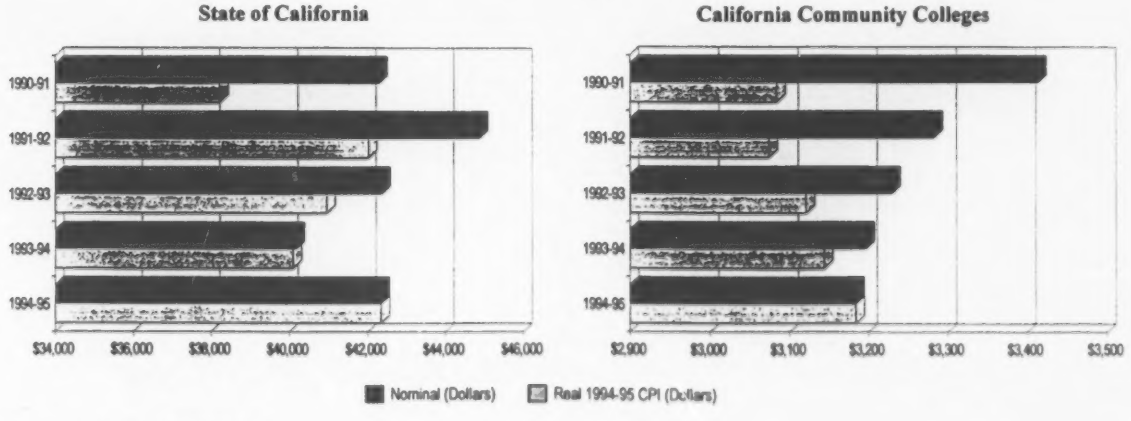
**Full-Time Equivalent Students (FTES) in California Community Colleges**

**Source**: Appendix, Table 1.

One reason for the more severe revenue impact on community colleges than the State of California is related to the shortfall in local property tax revenues. This shortfall resulted from overestimated property tax revenues in the Budget Act which, under the Proposition 98 formula, reduced the state appropriation by the amount of the overestimate. The drop in real estate values brought about by the recession resulted in lower than projected (or anticipated) locally collected property tax revenues for districts. The property tax shortfall (i.e., the difference between estimated and actual property tax collections) could not be timely reimbursed by the state due to the state's concurrently weakened revenue position.

**Figure 2**

**Actual General Fund Revenues from All Sources for the State of California and California Community Colleges**
*(in millions)*




**Source**: Appendix, Table 2.

Of the $322 million in property tax shortfall between 1991 and 1994, the state was able to reduce only $104 million in backfill through subsequent statutes (see Figure 3).

The 6.8 percent decline in purchasing power in 1994-95 over the 1990-91 level forced community colleges to downsize. During the Fall 1990 through Fall 1994 period, full-time faculty were reduced by 528 (3.2%), part-time faculty by 4,727 (15.5%), and administrators by 124 (6.9%) (see Figure 4).

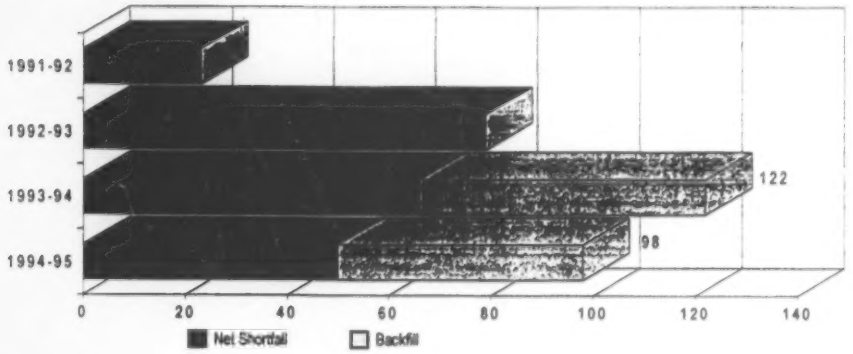



**Figure 3**

**Shortfall in Property Tax Revenues for California Community Colleges**
*(in millions)*

**Source**: Appendix, Table 3.

## Staffing Impact

Part-time faculty experienced the highest level of cutbacks because they are not on the tenure track and do not have re-employment rights. To eliminate employees districts could not fund, a portion of part-time faculty were not rehired. Reductions in full-time certificated staff, carried out in accordance with statutory due process, was most often accomplished through attrition. Since the cost of part-time faculty is much lower than that for full-time faculty, proportionately fewer instructors could be hired using the fixed resources available, resulting in disproportionate cutbacks in course offerings. The number of course sections dropped from 144,500 in Fall 1990 to 135,372 in Fall 1994, a loss of 9,128 (6.3%) (see Figure 5).

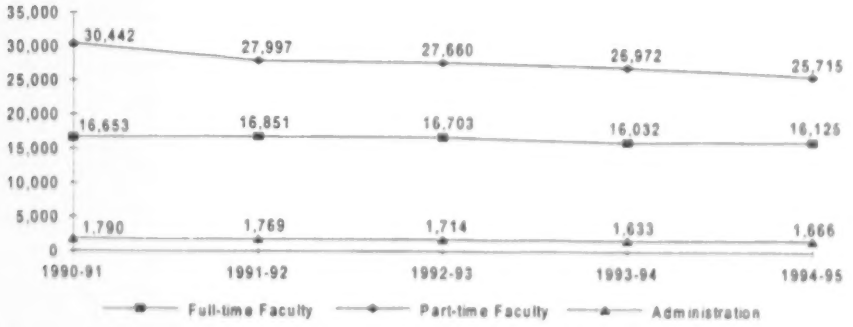



**Figure 4**

**Trends in Certificated Staffing Levels in California Community Colleges**

**Source**: Appendix, Table 4.



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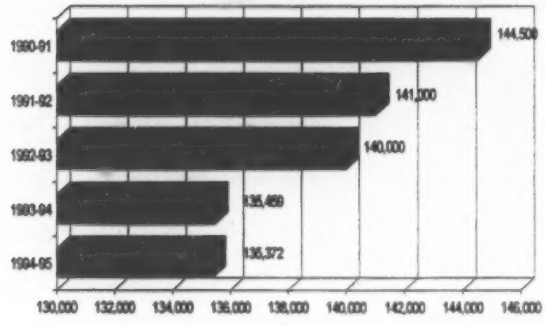
## Staff Commpensation

A freeze of salary levels was another cost-cutting measure used by districts in response to the revenue shortfall. In 1991, 22 (31%) of all districts settled faculty salary contracts for a zero cost-of-living adjustment (COLA). The number of districts with zero COLA increased to 44 (62%) in 1992 and 39 (59%) in 1993 (see Figure 6a). Between 1991 and 1993, full-time faculty were granted cumulative COLA adjustments of 3.98 percent while the cumulative change in the Consumer Price Index (CPI) for the same period was 8.50 percent (see Figure 6b). The purchasing power (in 1993-94 dollars) of full-time faculty salaries over this period declined by $1,271, or 2.5 percent (see Figure 6c).

**Figure 5**

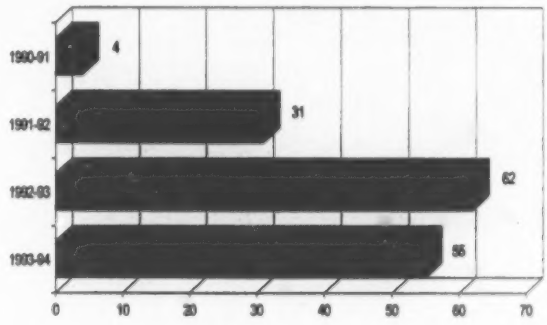
**Number of Course Sections Taught by California Community Colleges**
*(Fall Term)*




Source: Appendix, Table 5.

**Figure 6a**

**Percent of Districts Settling for Zero COLA for Full-time Faculty**




Source: Appendix, Table 6.

In summary, the cumulative effect of real revenue declines between 1991-92 and 1994-95 (from both state General Funds and local property taxes) adversely impacted the ability of community colleges to continue providing the same level of services. During this period, FTES dropped by 70,079 (7.4%), certified full-time staff declined by 3,111 (6.7%), and course sections were reduced by 5,628 (4.0%).

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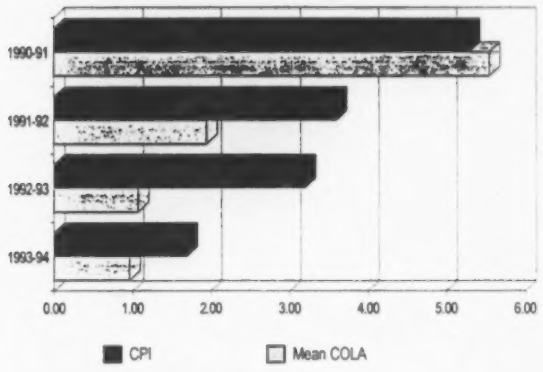
**Figure 6b**

**Systemwide Full-time Faculty Mean COLA Granted Compared to CPI**




**Source**: Appendix, Table 6.

**Figure 6c**

**Full-time Faculty Actual Average Salaries in Nominal and Real Dollars**

**Source**: Appendix, Table 6.

## Changes in Adult Population

The annual growth in California's adult population declined from 323,000 (1.7%) in 1991 to 232,000 (1.2%) in 1994 (see Figure 7). Such growth in adult population, though small, would, under normal conditions, result in some increases in enrollment. However, no increases in FTES occurred because of the more pronounced negative effects of the revenue decline and the student fee increase. Based on the Chancellor's Office enrollment projection model, if all other variables were held constant, community college enrollment would be expected to increase by more than 2,000 FTES each year between 1992 and 1994.

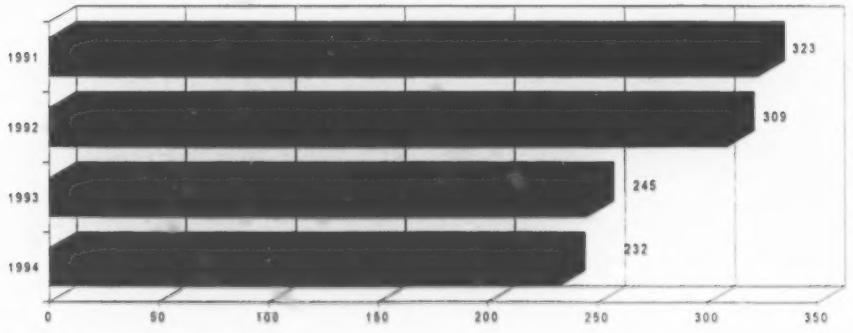



**Figure 7**

**Changes in Adult Population State of California**
*(in thousands)*

**Source**: Appendix, Table 7.

## Student Fees

In 1991-92, all students paid $6 per unit, with a $60 per semester cap, equating to $120 per full-time equivalent student (FTES). Effective for the Spring 1993 term, a differential fee was implemented with different fee charges for baccalaureate (BA) degree holders and all other students. Holders of a BA degree had almost a ten-fold increase from $6 to $50 per unit, equating

to $1,500 per FTES. For all other students, fees increased from $6 to $13 per unit, with the ten-unit cap removed, equating to $390 per FTES. These fee levels continued in effect through 1994-95.

When the $50 per unit fee for BA students took effect in the Spring 1993 term, 61,000 of the former 129,000 BA students did not re-enroll. It is clear that student fee policies continued to adversely impact community college enrollments through the 1994-95 year. At least part of the enrollment decline for 1994-95 could be attributed to the continuation of the differential fee. (This fee sunset on January 1, 1996.)

During the 1994-95 fiscal year period, major fee increases, which took effect in the Spring 1993 term, remained in effect and continued to impact enrollment.

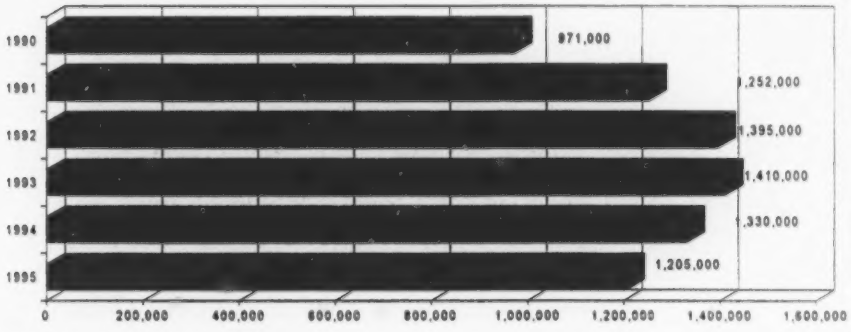



**Figure 8**

**Annual Average Number of Unemployed Persons in the State of California**
*(in millions)*

**Source:** Appendix, Table 8.

## Changes in Unemployed Californians

The number of persons unemployed in California peaked in 1993 at 1.41 million and declined by 80,000 (5.7%) in 1994 (see Figure 8).

In 1994, California's economy was transitioning from recession to recovery. With 1,330,000 persons unemployed, demand for job training and retraining remained high. However, the 5.7 percent decline in the number of unemployed persons only slightly lessened job training-related enrollment pressures experienced in prior years.

In conclusion, two factors external to community colleges critically influenced the access of students in 1994-95. The greatest impact resulted from drastically reduced funding levels, forcing cutbacks in faculty and support services positions. Over 9,000 course sections have been cut from the curriculum since Fall 1990. The unavailability of course offerings undoubtedly impacted enrollments. Major fee increases in Spring 1993 remained in effect through 1994-95, compounding the loss in enrollment. High unemployment and continued growth in adult population, which in normal years, would have contributed some enrollment growth, failed to produce such growth because of the curricular cutbacks.

The sections which preceeded on student access, student success, staffing composition, and fiscal condition document the actual performance of California Community Colleges statewide in 1994-95 compared to 1993-94. The external factors discussed in this section provide a continual reference for interpreting the adequacy of performance for each of the fifty-four measures presented.

**Table 1**

**Full-Time Equivalent Students (FTES) in California Community Colleges**
*Fiscal Years 1990-91 through 1994-95*

| Fiscal Year | Attendance FTES | Change | |
|---|---|---|---|
| | | Number | Percent |
| 1990-91 | 925,139 | — | — |
| 1991-92 | 952,654 | 27,515 | 3.0 |
| 1992-93 | 926,854 | -25,800 | -2.7 |
| 1993-94 | 893,475 | -33,379 | -3.6 |
| 1994-95 | 882,575 | -10,900 | -1.2 |

**Source**: Chancellor's Office, *Fiscal Data Abstracts*

**Table 2**

**Actual General Fund Revenues from All Sources for the State of California and California Community Colleges**
*(in billions)*

**State of California**

| Year | Nominal Dollars | | | Real 1994-95 Dollars* | | |
|---|---|---|---|---|---|---|
| | Billion Dollars | Percent | Cum. (Percent) | Billion Dollars | Percent | Cum. (Percent) |
| 1990-91 | $38.214 | — | — | $42.303 | — | — |
| 1991-92 | 42.026 | 10.0 | 10.0 | 44.884 | 6.1 | 6.1 |
| 1992-93 | 40.946 | -2.6 | 7.4 | 42.379 | -5.6 | 0.5 |
| 1993-94 | 40.095 | -2.1 | 5.3 | 40.177 | -3.8 | -3.3 |
| 1994-95 | 42.353 | 5.6 | 10.9 | 42.353 | 3.9 | 0.6 |

**Source**: State of California, Governor's Budget Summary

**California Community Colleges**

| Year | Nominal Dollars | | | Real 1994-95 Dollars* | | |
|---|---|---|---|---|---|---|
| | Billion Dollars | Percent | Cum. (Percent) | Billion Dollars | Percent | Cum. (Percent) |
| 1990-91 | $3.084 | — | — | $3.414 | — | — |
| 1991-92 | 3.074 | -0.3 | -0.3 | 3.283 | -3.8 | -3.8 |
| 1992-93 | 3.121 | 1.5 | 1.2 | 3.230 | -1.6 | -5.4 |
| 1993-94 | 3.144 | 0.7 | 1.9 | 3.197 | -1.0 | -6.4 |
| 1994-95 | 3.184 | 1.3 | 3.2 | 3.184 | -0.4 | -6.8 |

*Adjusted for inflation using California *Consumer Price Index*

**Source**: State of California, Governor's Budget Summary

**Table 3**

**Shortfall in Property Tax Revenues for California Community Colleges by Year**

| Year | Shortfall | Backfill | Net Shortfall |
|---|---|---|---|
| 1991-92 | 23 | 0 | 23 |
| 1992-93 | 79 | 0 | 79 |
| 1993-94 | 122 | 56 | 66 |
| 1994-95 | 98 | 48 | 50 |
| **Total** | **322** | **104** | **218** |

**Source:** Chancellor's Office, Fiscal Services Unit

**Table 4**

**Certificated Staffing Levels for California Community Colleges**

| | Full-time Faculty | | Part-time Faculty | | Administration | |
|---|---|---|---|---|---|---|
| Year | Number | Percent Change | Number | Percent Change | Number | Percent Change |
| 1990-91 | 16,653 | — | 30,442 | — | 1,790 | — |
| 1991-92 | 16,851 | 1.2 | 27,997 | -8.0 | 1,769 | -1.8 |
| 1992-93 | 16,703 | -0.9 | 27,660 | -1.2 | 1,714 | -3.1 |
| 1993-94 | 16,032 | -4.0 | 26,972 | -2.5 | 1,633 | -4.7 |
| 1994-95 | 16,125 | 0.6 | 25,715 | -4.7 | 1,666 | 2.0 |

**Source:** Chancellor's Office, Management Information Services

**Table 5**

**Number of Course Sections Taught by California Community Colleges in Fall Term of Fiscal Year**

| | Fall Term | |
|---|---|---|
| Year | Number | Percent Change |
| 1990-91 | 144,500 | — |
| 1991-92 | 141,000 | -3.1 |
| 1992-93 | 140,000 | -0.7 |
| 1993-94 | 135,459 | -3.2 |
| 1994-95 | 135,372 | -0.1 |

**Source:** Chancellor's Office, Management Information Services

**Table 6**

**Collective Bargaining Settlements for Full-time Faculty**

| Year | Settled for Zero COLA | | Mean COLA Granted | California CPI | Mean Salary | |
|---|---|---|---|---|---|---|
| | Number | Percent | | | Nominal | Real* |
| 1990-91 | 3 | 4.2 | 5.55 | 5.3 | 47,575 | 51,762 |
| 1991-92 | 22 | 30.5 | 1.95 | 3.6 | 48,976 | 51,817 |
| 1992-93 | 44 | 62.2 | 1.07 | 3.2 | 49,933 | 50,831 |
| 1993-94 | 39 | 54.7 | 0.96 | 1.7 | 50,546 | 50,546 |

*Inflation adjusted 1993-94 dollars based on California *Consumer Price Index*.

**Source**: Chancellor's Office, Research and Analysis Unit

**Table 7**

**Changes in Adult Population for the State of California**
*(in thousands)*

| Year | Population (in 1,000s) (>19 yrs.) | Change | |
|---|---|---|---|
| | | Number | Percent |
| 1990 | 18,972 | — | — |
| 1991 | 19,295 | 323 | 1.7 |
| 1992 | 19,604 | 309 | 1.6 |
| 1993 | 19,849 | 245 | 1.2 |
| 1994 | 20,081 | 232 | 1.2 |

**Source**: Department of Finance, Population Research Unit

**Table 8**

**Annual Average Number of Unemployed Persons in California**
*(in thousands)*

| Year | Unemployed | Change | |
|---|---|---|---|
| | | Number | Percent |
| 1990 | 971 | — | — |
| 1991 | 1,252 | 281 | 28.9 |
| 1992 | 1,395 | 143 | 11.4 |
| 1993 | 1,410 | 15 | 1.1 |
| 1994 | 1,330 | -80 | -5.7 |
| 1994 | 1,205 | -125 | -9.4 |

**Source**: Employment Development Department